

SEN Policy and Information Report
Newbarns Primary School and Nursery
For the School Year 2019/20

1.Types of SEN currently being provided for at Newbarns.

Newbarns accommodated children with the following needs during the school year 2019/20:

- Moderate Learning Difficulties
- Speech, Language and Communication Needs
- Autism
- Specific Learning Difficulties (dyslexia, dyspraxia)
- Hearing Impairment
- Multi-sensory Impairment (proprioception)
- Physical Disability (Downs Syndrome)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, Emotional and Mental Health Difficulties

2. SEN Contact.

The SENCo at Newbarns is Mrs Sam Sainty. She can be contacted by telephone on 01229 877442 or by email SamSainty@newbarns.cumbria.sch.uk.

3. Arrangements for the admission of children with SEN.

See the school document 'Admission Arrangements' on the school website (a hard copy can be requested from the school office); this document outlines current detail regarding admission to Community and Voluntary Controlled Schools.

If Newbarns Primary and Nursery School is named as the school your child will attend, ie there has been prior consultation between the Local Authority and Newbarns regarding admission for your child, your child will be provided with a place at Newbarns.

4. Newbarns' policy for identifying children and young people with SEN and assessing their needs.

The SEND Code of Practice describes the four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory / Physical Needs

We use these categories as a starting point to assess the range of needs we have to plan for. The purpose of identifying a need is to establish the action we need to take – we do not seek to fit a pupil into a ‘category’ or look for a ‘label’ or ‘diagnosis’ for a child. We identify the needs of the whole child, not purely the special educational needs a child may experience.

We recognise that there are other issues that may impact on a child’s progress and attainment i.e. the child may not necessarily have a special educational need even if their progress is below expectation.

Where a teacher recognises, having trialled strategies and offered ‘Wave 2 Interventions’ (See Appendix), that they require additional strategies, advice or support to help him/her meet a child’s specific needs, the teacher requests the SENCo to become involved. At this stage information is shared between the teacher and the SENCo, including detail of pupil progress, comparing it to nationally expected progress and other concerns the teacher wishes to address. At this point further formative assessment may be arranged, where appropriate the SENCo may observe in the classroom and other tools and assessment materials may be introduced. Useful additional assessments used at Newbarns include language assessment (BPVS), dyslexia screening (GL Assessment), emotional / behavioural assessment (Boxall Profile), Reading Intervention assessments etc. Following this a further course of action may be suggested or strategies provided, for example, activities to improve expressive language, provision of SERIS sessions etc.

For higher levels of need, the SENCo will make arrangements to draw on more detailed / specialist assessment and advice from external agencies and professionals. The expertise required is established through the completion of the SEND Early Help Form. Completion of the form gives a detailed picture of the child and is carried out by the SENCo in liaison with parents and the class teacher.

We use an ‘assess–plan–do–review’ process to ensure we are effectively considering and providing for pupils’ individual needs on an ongoing basis. See paragraph 7 for detail.

5. Arrangements for consulting parents of children with SEN and involving them in their child’s education.

Parents are encouraged to contact the Class Teacher at any point if they wish to discuss any issues regarding their child. Where very close home-school liaison is thought to be beneficial by both school and parents, a ‘home-school diary’ is established to facilitate this communication.

Parents may also request a meeting with the SENCo, either via the Class Teacher or by contacting the SENCo direct, if they wish to discuss any issues relating to SEN. More formal opportunities to meet with the Class Teacher are provided on a regular basis, such as at Parents’ Evenings in Terms 1 and 2.

Where a child is on the 'assess-plan-do-review' cycle at Level 1 (see paragraph 7), the Parents' Evening appointment with the Class Teacher will include opportunity to discuss IEP targets and reviews.

Where a child is on the 'assess-plan-do-review' cycle at Level 2 (see paragraph 7), parents are offered the opportunity to meet with the SENCo on a termly basis. This meeting involves discussing and reviewing termly IEP targets. Key staff members will also attend this meeting where possible – this may be a SEN Senior Teaching Assistant or, on occasion, a Class Teacher.

Where a child is on the 'assess-plan-do-review' cycle at Level 3 (see paragraph 7), parents are offered the opportunity to meet with the SENCo on a termly or, where required, a 6 weekly basis. This meeting involves discussing and reviewing the pupil's IEP targets. Other key staff members will also attend this meeting – this may be a SEN Senior Teaching Assistant (STA) or a Class Teacher.

Where support from an external agency is required ie if the needs of the pupil cannot be met by school alone, then the SEND Early Help process is initiated. This involves an initial meeting with the parent to outline the issues involved and seek the parents' input / agreement to proceed with Early Help. It then leads on to specific action and involvement from other agencies and may involve meeting with professionals involved every 4 to 6 weeks, alternatively it may involve 1:1 discussion between a parent and a professional. Parents are central to the Early Help process; parents are invited to attend meetings, to contribute their views wherever possible and are provided with copies of documentation produced.

Where a child has a statement of Education Health and Care Plan (EHCP) in place, the child will be on the 'assess-plan-do-review' cycle at either Level 2 or Level 3 and meetings will be suggested accordingly. The pupil may have SEND specialists allocated to provide guidance to schools; any reports produced by the specialists are shared with parents. On occasion, such as during Annual Review meetings, specialists may be available to attend and speak directly to parents and this is arranged and encouraged by Newbarns wherever possible. Parents are asked to attend EHCP / Annual Review meetings annually and, again, have opportunity to contribute their views, both in writing and verbally during discussion, and are central to the decision making.

6. Arrangements for consulting young people with SEN and involving them in their education.

Pupils with SEN are consulted and involved in their education in the same way as all children at Newbarns. This may be by providing their views via the Student Council, through discussion with their teacher, debate in class etc. Pupils with SEN benefit from other opportunities in addition, as follows:

Pupils at Level 2 and 3 of the 'assess-plan-do-review' cycle have an ongoing dialogue with a SEN STA on a regular 1:1 basis. The teaching assistant has an opportunity to understand their views and to respond to them wherever possible.

EHCP outcomes are child-centred; they draw upon the wishes and ambitions of the child. This may not always be 'obvious' in particular with a younger child who, for example, has the aim of becoming a fireman, but it is possible to draw out what appeals to the child about the role he/she is interested in and suggest what he/she may be wishing to work towards.

Pupils are encouraged to attend and participate in meetings about them, where it is felt this is beneficial. This is not always possible, due to their age, level of understanding, need for routines to remain in place in their day and sometimes the nature / size of the meeting would not make attendance appropriate. This issue can be discussed and decided in advance of the meeting.

7. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including opportunities for working with parents and young people as part of this assessment and review.

The 'assess-plan-do-review' cycle is implemented and adapted according to need. There are 3 levels of approach:

Level 1

The class teacher completes two cycles of 'Assess – Plan – Do – Review' over the year to the following timetable.

Assess - September / October

Plan – Create an IEP in October

Do – Action the interventions from October to January

Review – February, create the IEP review to record the outcome

Assess – February, as part of the IEP review process

Plan – Create an IEP in February

Do – Action the interventions from February to June

Review – July, create the IEP review to record the outcome

Class Teachers are responsible for sharing information with the child and the parent as part of the assessment and the review.

Level 2

The SENCo is involved to co-ordinate advice from specialists, liaison with relevant staff (teacher, SEN STAs), liaison with parents etc.

The Assess – Plan – Do – Review process is carried out on a termly basis (September to December, January to March, April to July).

The IEP format is more detailed eg includes details of additional provision timetabled, information about specialists involved etc. The Pupil Friendly IEP is also used, where appropriate, at this stage, to ensure the pupil is involved and engaged with their targets.

Level 3

In some cases Level 2 is carried out during a 6 week period. This involves very short term targets, intensive intervention, led by the SENCo, in liaison with specialists.

In all cases the parent is involved in the process. At Level 1 this is via Parents Evenings with the class teacher or through other arrangements with the teacher. At Level 2 IEP Meetings are offered by the SENCo, on a termly basis and this is negotiated with the parent, depending on need, for example IEP Meetings may be combined with Annual Review meetings, TAC meetings etc.

Where the child is at Level 2 or Level 3 in the 'Assess –plan-do-review' process, a SEN Teaching Assistant works on a 1:1 basis during the cycle. It is important to recognise the child's views and support their understanding in this process. Sometimes this can be limited due to their age / difficulties but differentiation is used where possible, such as they use of Pupil Friendly IEPs which enable the child to choose pictures and describe their thoughts, which are scribed for them.

In all cases parents are asked to read, agree and sign their child's IEP and copies are provided.

8. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

Transition programmes are put in place at Newbarns depending on the child's individual needs. Covid 19 had a significant impact on transition during the Year 2019/20 and meant that although staff communicated between schools, the children were not able to have the experiences they would ordinarily. Below is a description of the type of support usually in place:

Transition from class to class is in place each year, to prepare all children for moving on to their next teacher. Appropriate activities are arranged, depending on the age groups, for example, the Reception teacher will read stories regularly to Nursery children so they can get to know him/her in advance, however all pupils will have opportunity to spend some time in their future classroom, with their new teacher during the summer term. Children with additional needs are given opportunity for extra visits to their new classroom and chance to meet with their new teacher when with a familiar adult.

Where a child with additional needs is leaving Newbarns, additional transition is arranged, when possible. During 2019/20 this has included supporting a Year 5 pupil starting a dual placement and included inviting staff from the specialist school

to visit him at Newbarns, accompanying him on a number of transition visits and liaison with staff / parent to share information and work together on shared targets.

A transition programme is developed according to individual needs and appropriate materials are used to ensure pupils are fully supported in understanding what they can expect at their new schools.

Due to Covid 19, transition to secondary school was not able to be supported in the usual way, instead Year 6 pupils attending Newbarns during the summer term completed transition activities with their class teacher. Typically transition for pupils with SEN includes small group visits to local secondary school, accompanied by a SEN STA who would also carry out additional sessions based on the visit and any concerns the pupils may have. Information regarding any summer transition groups available through external providers are also shared with parents.

When a child is moving school the Newbarns SENCo is responsible for liaising with the SENCo of the new school. SEN files will be transferred and information passed on, including all reports, IEPs, EHCP documentation, guidance documents etc.

Although at Newbarns, our primary focus is on preparing children for Secondary School, we are also preparing them for life. Throughout their childhood, our pupils are developing independence, confidence and building lifeskills that they will rely on in adulthood. This is, of course, supported through our curriculum, through daily school life and interactions with staff and peers, as well as through extra-curricular activities and encouragement at home. For children experiencing SEN, additional support is sometimes required and this may take a variety of forms, during the school year 2019/20, for example, it included:

- 'Friday Club' for selected KS2 children to build their self esteem and social interaction alongside some practical skills such as simple cooking, road safety etc.
- 'Jellybean Jamboree', a course led by Action for Children to support the development of life skills was arranged for a group of Year 3 children.
- 1:1 support from an experienced 'Seris Worker', working with children to help them understand and manage their emotions.

9. The Newbarns approach to teaching children and young people with SEN.

At Newbarns, our aim is to offer 'Quality First Teaching' to all pupils. We recognise that high quality teaching is paramount and forms the basis of a successful outcome for the child; no matter what additional intervention and support is put in place, it will not compensate for a lack of good quality teaching.

The Classroom Teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from

teaching assistants or specialist staff. The quality of teaching for all pupils is reviewed termly and includes regular observations by the Senior Leadership Team, Local Authority employees, School Governors and peer-to-peer partners. Staff have opportunity to build their knowledge of SEND, such as through SENCo input at staff meetings, specialist speakers during Inset, CPD workshops, sharing and loan of resources, use of online guidance etc.

At Newbarns, our Classroom Teachers have a wealth of expertise, skills and a whole toolkit of provision they employ on a daily basis in their classrooms. This can be viewed in terms of 3 'Waves':

Wave 1 - Universal

This is the basis of our provision – it is 'Quality First Teaching' and in this category we provide good quality teaching to all pupils.

Examples of the type of provision:

Differentiated planning and activities, in-class strategies such as peer and self assessment, pupil progress monitoring, provision of school reports, liaison with parents through parents evenings etc.

Wave 2 – Interventions

This is provision in addition to our universal provision. It is used for situations where a child may need a little additional monitoring, or where a small amount of extra provision or adaptation proves beneficial. These are interventions introduced in the classroom and they must always be explored before the teacher goes on to consider whether the child may be experiencing Special Educational Needs.

Examples of the type of provision:

Being seated at a table with a Senior Teaching Assistant available, having a carpet square to identify where a child should sit, supply of extra visuals, pre-teaching of language, opportunities for overlearning, use of booster groups etc.

Wave 3 – Special Educational Needs

This is provision in addition to our universal provision and is introduced only once Wave 2 interventions have not proven to be successful and it has been recognised the child has a Special Educational Need. The Class Teacher will inform the parent that his/her child is moving into this category.

Examples of the type of provision:

Involvement of SENCo, involvement of external agencies / specialist advice, Education Health Care Plans implemented, 1:1 SEN Senior Teaching Assistant support.

10. How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Adaptations to the curriculum and the learning environment are made according to the needs of individual children.

Adaptations made during the school year 2019/20, for example, include:

- Re-arrangement of the classroom layout to create a workstation for a Year 5 pupil with Downs Syndrome to reduce distraction.
- Provision of a 'wobble cushion' to give a Year 5 child with ADHD the opportunity to move, yet remain in her place, so limiting her distraction.
- Provision of a sloping writing board for a Year 4 child to support her writing due to her motor skills needs.
- Provision of appropriately coloured overlays for children identified as potentially experiencing visual stress.

11. The expertise and training of staff to support children and young people with SEN and detail regarding how specialist expertise will be secured.

Sam Sainty (SENCo) is line manager to the SEN Senior Teaching Assistants (STAs) at Newbarns. She is a qualified teacher (BA Hons, PGCE) and has achieved the National Award of SEN Co-ordination (NASC – a masters' level qualification).

SEN STAs are responsible for providing effective pupil support in a variety of situations, including 1:1 withdrawal, in-class support and small group sessions, under the guidance of the Class Teacher / SENCo. As well as having a good knowledge of SEND issues in general, they have each developed their expertise in a particular area. During their careers individuals have gained SEN qualifications, attended regular SEN CPD and spent time building their experience to include areas such as:

Autism (Levels 2 and 3 qualifications), Eiklan Language Qualification, Oral Narrative Language Programme, Team Teach, Kidsafe, Social Use of Language Programme, Seris, Reading Intervention, Structured Reading and Spelling, Numicon, Relax Kids, Smart Moves, Dyslexia, Resilience etc.

The team liaise directly with professionals to develop the skills they need to support individuals.

During 2019/20, for example, there has been input on:

- specific speech techniques advised by Speech Therapy.
- strategies advised by Early Years specialists.
- technical skills with hearing equipment advised by Specialist Advisory Teachers (Hearing).
- autism strategies by Specialist Advisory Teacher (Autism).

- strategies to support speech and language development suggested by the Specialist Advisory Teacher (SLCN).

SEN STAs employed by the school participate in Performance Management annually and as part of this are encouraged not only to develop their own specialist areas but to liaise with colleagues to share their expertise. Where SEN STAs from local agencies are in school, the SENCo liaises with the agency to provide feedback needed for appraisals.

At Newbarns the Classroom Teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The quality of teaching for all pupils is reviewed termly and includes regular observations by the Senior Leadership Team, Local Authority employees, School Governors and peer-to-peer partners. Staff have opportunity to build their knowledge of SEND, such as through SENCo input at staff meetings, specialist speakers during Inset, CPD workshops, sharing and loan of resources, use of online guidance etc. Some teachers have achieved SEN qualifications, such as dyslexia and autism.

12. Evaluating the effectiveness of the provision made for children and young people with SEN.

Evaluation of the provision given to each child is reviewed as part of the 'assess-plan-do-review' cycle. When an IEP is reviewed consideration is given to the child's progress; whether their progress or lack of it has been as a result of suitable provision. Changes are made to provision if it is felt that what was offered was not appropriate, for example, a child may have been supported in a small group but have fallen below the level of the group, requiring the provision to be amended to 1:1.

13. How children and young people with SEN are enabled to engage in activities available with children and young people who do not have SEN.

We are a large school, with two classes per year group, and this offers children opportunity to mix with a wide variety of peers. Although pupils work in one of two sets in their year group for literacy and numeracy, their class base is a mixed ability group. For all subjects, other than some literacy and numeracy lessons, pupils work in a mixed ability setting.

Opportunities to participate in activities in school, take on responsibilities such as becoming an Eco –Councillor, and extra-curricular activities are available to all children, without discrimination.

'Buddy systems' are currently in place and are used in a variety of ways, for example in the use of mixed ability 'talk partners' in class and use of Year 6 role models to offer guidance to younger pupils over lunchtimes.

14. Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

In addition to the input all children at Newbarns receive to support their emotional and social development, such as through assemblies, PSHE, Kidsafe etc, additional provision is also made available to children with particular social / emotional needs.

During the school year 2019/20, for example, additional provision has included:

- Monday Club and Friday Club for small groups of KS1 and KS2 children to build their self esteem and social interaction skills.
- Seris sessions providing 1:1 support.
- Referral to other agencies to request provision, such as Barnardo's Time Out programme, CAMHS and Action for Children.

Staff are always available to listen to children and encourage them to talk about their views and concerns. For children with concerns they do not wish to discuss, there is an option for them to write down their worry and post it in an accessible box, which staff check regularly and deal with.

We recognise that some children have particular needs which result in behaviours their peers may find unusual or even concerning. The Class Teacher will take the opportunity to explain the pupil's needs to other children in their class in a way they can understand. In this way they can start to appreciate why a pupil may respond in a particular way and recognise ways they can help the situation, for example, it may be that a pupil with autism does not like to be touched, or may become anxious by being 'crowded' by other children. At Newbarns we have always found children to be very sensitive to each others' needs and helpful in looking out for anyone who needs a little extra care.

Information regarding pupils is shared amongst staff for some children. This ensures midday supervisors, staff on playground duty etc are aware of individuals who may be vulnerable and need closer monitoring over break times. 'Pupil Passports' have been used at Newbarns over recent years. A 'Traffic Light' system is in place for particular pupils, where more detailed guidance about a pupil is helpful. The 'Traffic Light' system is a personalised guide of how a staff member can monitor a child's behaviour; identifying how they are feeling and providing strategies to help them stay / return to being 'on track'. The document gives a description of a child's behaviour at different stages (green when 'on track', amber when beginning to 'escalate' and red when a child is 'in crisis').

15. How Newbarns involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

If, having implemented 2 cycles of the 'assess-plan-do-review' cycle, the child's progress remains limited or concerns apparent, the SENCo may suggest that the needs of that child are not able to be met by school alone. In this case the SEND Early Help process is initiated. This process enables school to involve specialist

agencies in the support of the pupil and allows information to be shared between professionals.

Specialists involved with Newbarns during 2019/20 included:

Educational Psychologist, Specialist Advisory Teachers (Hearing / Early Years / Language / Profound Needs / Physical Medical), Area SENCOs, Speech Therapists, Health Visitors, Barnardos and Action for Children.

The SENCO can also draw upon a network of contacts and colleagues with expertise via Furness Inclusion Group SENCOs (FIGS).

In terms of providing support to parents, Newbarns has links with a number of agencies and the SENCO is able to signpost to sources of information, for example, Cumbria's Local Offer, or to expertise elsewhere. For example, during 2019/20 parents of Newbarns pupils worked with Action for Children (later in the year the agency was replaced by Family Action).

16. Arrangements for handling complaints from parents of children with SEN about the provision made at Newbarns.

The complaints procedures are accessible via our school website and a printed copy can be requested from the school office.

Appendix to SEN Information Report - Waves of Intervention Examples

Area of Need	Wave 1 – Universal Provision	Wave 2 – Interventions (in addition to universal provision)	Wave 3 - Special Educational Needs (in addition to Universal Provision and following interventions)
Cognition and Learning	Quality first teaching and graduated approach throughout the school. Peer and self assessment. Group guided reading. Written reports. Access to lunchtime clubs and extra curricular activities.	Concerns noted by Class Teacher and progress monitored. Adult support on table during some literacy and numeracy. Additional small group phonics sessions with TA.	Specialist teacher recommended interventions. Special needs provision mapping by SENCo of all pupils on the Special Needs register. Advice / support from SENCo. Information about pupil progress shared between Class Teacher and SENCo termly. 1:1 support from SEN TA .
Communication and Interaction	Use of visuals / ICT. Talking partners.	Individual visual timetables. Speech and language resources / programmes used in Nursery.	Intervention groups by Elklan trained teaching assistant. Involvement of Speech Therapy with individual sessions from a Teaching Assistant. SULP group for Reception / Year 1
Social, Emotional and Mental Health	Consistent, positive discipline to encourage good choices. Seris worker. Year 6 supporting younger children at lunchtime.	Home / school diary. Individual reward charts.	CAMHS involvement. Educational Psychology assessment. Behaviour Support Services Advice. Pupil Passport.
Sensory / Physical / Medical	Sensory room accessible. Staff trained for use of Epipen. Trained first aiders. Administration of medicine in place. Staff made aware of needs / procedures etc.	Specialist pencil grips. Use of laptop. Use of coloured overlays.	Involvement of outside agencies eg occupational therapist etc. Provision by SEN TA, such as 1:1 input, Write Dance group etc.

Transition	Transition visits to secondary schools for all pupils. Class teacher meeting with Head of Year.	Additional visits to secondary school with teaching assistant. Transition club.	SENCo meeting with Secondary SENCo. Meetings with parents. Transition programme.
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