



## **Newlands Junior School**

### **SEN Information Report for Parents**

### **September 2024**

#### **What kinds of special educational needs does the school make provision for?**

Newlands Junior School is a mainstream junior school, teaching children from the start of Year 3 to the end of Year 6. We celebrate the differences between all of our children and young people and values the contribution that every member makes to the school community, and our community as a whole. We recognise that some children and young people need something additional to or different from what is provided for the majority of children and this is special educational provision.

We recognise and embrace that, "Good quality teaching for all children and young people at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential". (CoP 2015)

Around 20% of our school population are recognised as having Special Education Needs. School is also aware of a number of pupils who are either: in the process of assessment; have previously been on the SEND register or are within the bottom 20% of pupils (identified by their class teacher as working below ARE). Cognition and Learning is currently the school's highest area of need (55% of the SEN register) with Communication and Interaction being the second highest (45%) however many of the children who fall within these two broad areas also have a secondary need of Social, Emotional and Mental Health. This year, school has put lots of thought into its SEND register ensuring that all children are appropriately placed within the correct area of need. The SEND register continues to change on a termly basis reflecting the needs of children in school. The Governing Body, Head Teacher and SENCO regularly monitor these changes.

The four broad 'areas of need' recognised by Nottinghamshire Local Authority are:

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

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Special Educational Needs and Inclusion is always a priority at Newlands Junior School. All staff and the Governing Body are highly committed to inclusion and the principles outlined in our SEND policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

#### **How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

Within school, importance is given to identifying the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services, or other settings prior to the child's entry into the school, whether this is as they start their journey at Newlands in Year 3 or if they join us at any point throughout the year.

We closely monitor the progress of all pupils in order to aid the identification of pupils with SEN. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and placed on our monitoring SEND register to ensure all participants are aware. The child's class teacher will take steps to provide differentiated, scaffolded learning opportunities that will aid the pupil's academic progression, enabling them to continue to access the curriculum alongside their peers and to enable the teacher to have a better understanding of the provision and teaching style that needs to be applied. The SENCO (special educational needs coordinator) will be consulted as needed for support and advice and may wish to observe the pupil in class. If a pupil is then identified as having an additional SEN, they will be closely monitored by staff and the school SENCO, in order to gauge their level of learning and possible difficulties. At this point the Class Teacher/SENCO may look to book an initial meeting with parents to discuss concerns and actions moving forward. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. If school decide that a child no longer meets requirements to remain on the school's SEND register, this will be communicated with parents and they will be removed. Children will remain on the monitoring list for at least a term following removal from the register to ensure they are closely monitored and are making continued progress.

If any parent/carers has a concern about their child they should initially discuss this with the class teacher. All parental concerns will be listened to, and looked at together with the school's information about the child and assessment data on how the pupil is progressing. The class teacher and SENCO will liaise to discuss potential barriers to learning and, where required, ensure appropriate support is put in place.

Where it is determined that a pupil does have additional needs, parents will be formally advised of this and the pupil will be added to the school's SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

#### **How does the school evaluate the effectiveness of its provision for pupils with special educational needs?**

In order to make consistent continuous progress in relation to SEN provision the school regularly evaluates its provision and its effectiveness through a range of different monitoring activities. This includes:

- data analysis
- provision mapping
- discussions at parents' meetings
- termly support plan review meetings with the child and any other professionals working with the child
- discussions with the SENCO, teachers and support staff
- pupil interviews
- monitoring of progress of all children identified with SEND
- SEND learning walks
- Teacher and SENCO pupil progress meetings

Recognition and value will also be given to all forms of achievement including personal development and wellbeing.

#### **How will both the school and I know how my child is doing and how will the school help me to support their learning?**

Pupil progress is monitored **three times** yearly within school.

Each year children on the SEND register will receive **three** meetings (one per term). Where it feels appropriate, children may have a meeting every half term. The review process will evaluate the impact and quality of the support and adaptations. It will also take account of the views of the pupil and parents. During these review meetings parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps, including information on how they can support their child's learning and development at home. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's

progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

There will be an initial support plan meeting, with your child's class teacher, in which they will provide appropriate SMART targets for your child to work towards over the coming term. Following this, review meetings are held termly, two of which will take the place of parents evening. At each review, new SMART targets will be set based on the achievements of your child. The final review is sent home with your child's end of year report, however if you would like to discuss this further, you can request a meeting with the class teacher. The SENCO can attend any of the review meetings if you would like her to.

School is able to further assist parents and families including those with SEN with the support of our Pupil Wellbeing and Family Support Lead Mrs Melanie Walters. Mrs Walters is able to support parents with referrals to appropriate support services including: Healthy Family Team, NBS, Mental Health Support Team and CAMHS.

Mrs Walters can be contacted by telephone (01623 480440) or by email [office@newlands.notts.sch.uk](mailto:office@newlands.notts.sch.uk) or by visiting the school office.

### **What is the school's approach to teaching pupils with special educational needs?**

Once a pupil has been identified as *possibly* having a special educational need, they will be closely monitored by staff in order to identify any possible difficulties. School has several assessment tools that class teachers can access to support in identifying specific gaps in children's learning and understanding. The child's class teacher will take steps to provide suitable learning opportunities that are matched to the child's ability and help support their needs. Where appropriate, learning for pupils with SEN will be scaffolded so that it remains as close to the whole class topic as possible to ensure that children continue to feel integrated.

The class teacher may ask the SENCO for support and advice to ensure the child receives the best possible learning opportunities. The SENCO is able to support class teachers with ensuring that appropriate provision is put in place to help remove any potential barriers to learning, including sourcing advice from outside agencies where appropriate, with consent from the child's parents/carers. The class teacher/ SENCO will then use termly provision mapping to ensure that teaching for children with SEN continues to be appropriate and supportive in meeting their needs and helping progress towards outcomes.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

### **How will the curriculum and learning be matched to my child's needs?**

We aim to make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the school's Curriculum Lead, SENCO and class teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

The class teacher remains responsible for working with your child on a day-to-day basis. They will plan and work closely with teaching assistants to provide a suitable package of support. This support will be provided in class by the teacher or TA for the majority of the time, however it may involve the child being withdrawn for further consolidation of key learning although wherever possible, this will take place within the classroom. Additional targeted support may be delivered in small groups or on a 1:1 basis. The support groups that we currently deliver are tailored to meet the needs of individuals and develop skills in phonics, reading, social skills, speech, language and communication, ELSA and education around diagnosed conditions such as ADHD, all of which help children with their social, emotional and mental health development.

Each class teacher maps the provision that they make for all pupils who receive additional support on a weekly basis on their planning. Where a pupil's needs are significant, and require a number of different interventions or specialist

support, termly targets are agreed. The targets are put in place and will be closely monitored by the Class Teacher/SENCO, and adjusted where necessary to meet the needs of individuals and groups of pupils.

Many of our children with SEND are receiving additional support targeted at supporting their social and emotional wellbeing. Currently in school staff are trained in delivering the following:

- Lego therapy
- Meet and Greet
- ELSA
- Zones of Regulation
- Drawing and Talking
- Anxiety and Emotional Coaching
- Bereavement Support
- Education children with a diagnosis (ASD/ADHD) so they have a better understanding of how this affects their behaviour as well as their bodies as a whole to teach them strategies to support them as they move eventually into adulthood

#### **How are decisions made about the type and amount of support my child will receive?**

Decisions about the type and amount of support a pupil may receive are made based on the individual needs of each child. Decisions are usually made by the class teacher in conjunction with the SENCO and parents.

A small number of pupils with SEND may require access to additional funding to help support them effectively within the classroom. This additional funding is accessed through a budget which is devolved to, and moderated by the Family of Schools (Our Family of Schools comprises of The Garibaldi School and its five feeder schools) and is allocated on an annual basis. For those pupils with the most complex needs, the SENCO will refer individual applications to a multiagency panel (called the HLN panel) which is administered by the Local Authority. The panel meet termly, and determine whether the complexity of need meets the threshold for this level of funding. The decision to apply for additional funding is made by the school SENCO in collaboration with the Family SENCO and the Head Teacher.

#### **How will my child be included in activities in and outside the classroom, including school trips?**

All children are encouraged to take part in out of class learning and appropriate support will be put in place to allow all pupils to access after school clubs, lunch time activities and school visits, wherever possible.

The school works hard to ensure that pupils with disabilities participate fully in school life. Pupils with disabilities, where possible, attend all school trips and residential visits, ensuring that risk assessments take into account additional resources and adjustments that need to be made. Staff liaise closely with parents during the planning stages, to ensure the appropriate provision and support is in place for the visit, and hopefully provide peace of mind for parents.

Additional support is provided at break and lunch times, for those pupils who find the unstructured parts of the day difficult. There are quiet areas where children can access as well as our in-school pastoral support adults: Mrs Walters and Miss Haywood, who are on hand if needs be. We also have additional midday supervisory staff who are all aware of children's individual needs.

#### **What support will there be for my child's overall wellbeing?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

It is advised within the Transforming Children and Young People's Mental Health Provision: a Green Paper (2017) that every school setting should have a Designated Senior Lead for Mental Health. Our Mental Health and Wellbeing Lead is **Ms Karen Elliott** and she is also the SENCO. She has completed the Senior Mental Health Lead training, approved and funded by the DFE.

This role makes a big difference to children and young people through promoting whole school approaches to mental health and wellbeing for adults and children in the school. Promoting children and young people's emotional health and wellbeing can provide guidance on developing a whole school approach to emotional health and wellbeing.

Our school recognises the diverse needs of all children including SEN and disabilities and provide a pastoral approach to ensure that mental health and wellbeing needs are met in a number of ways:

- All classes follow a structured PSHE (Personal, Social and Health Education) and RSE (Relationship, Health and Sex Education) curriculum to support this development.
- Our school is an Attachment Aware and Trauma Informed School.
- We have an ELSA (Emotional Literacy Support Assistant) trained member of staff who is also our Pupil Wellbeing and Family Support Lead as well as an additional Pastoral Support Worker.
- Trained play leaders, through planned activities and groups, provide lunchtime and playtime support, where necessary. Nurture support is also available at unstructured times when needed.
- If your child still needs extra support, with your permission the SENCO will access further support through the EHAF process or CAMHs or through support from the Sherwood Area Partnership Team.
- We ensure that different aspects of Pupil Voice are heard on a regular basis including questionnaires regarding issues in school and weekly school council meetings.
- We also have a Kindness Crew which is made up of children from each class within school who have received training to be 'a buddy' to those children who go and sit on the buddy bench.

If necessary, and with your consent, we may refer your child to the Educational Psychology Service, Mental Health Support Team, Child and Adolescent Mental Health Service (CAMHS) or the Sherwood Area Partnership (SAP) for a specific piece of work.

Please also refer to our Mental Health Policy.

#### **Who is the school special educational needs coordinator (SENCO) and what are their contact details?**

The person responsible for overseeing and co-ordinating the day-to-day provision of education for pupils with SEN is **Ms Karen Elliott**. Her role is to oversee the school's policy for inclusion, and is responsible for ensuring that it is implemented effectively throughout the school. Ms Elliott can be contacted by telephone (01623480440) or by email: [office@newlands.notts.sch.uk](mailto:office@newlands.notts.sch.uk) or by visiting the school office.

The school Governors are responsible for the overall effectiveness of provision for special educational needs within the school and our Governor responsible for special educational needs is Miss Chelsea Salmon.

#### **What training have staff had and what is planned?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEN. Whole staff training is carried out on a regular basis to increase staff's knowledge and understanding of a wide range of topics related to special educational needs and disabilities.

Training is made available for whole staff or targeted at specific groups, such as; governors, midday staff, TA's etc. This is accessed through the Local Authority, Family of Schools or through in-house training.

Training that staff have had related to SEN includes:

- Whole school training on: SEN issues, such as Autism Spectrum Condition (ASC); Speech and Language difficulties; Anxiety related needs; Bereavement and Loss as well as Speech and Communication training.
- Whole school training has also been given through local medical support for Epipen training.

- Individual staff members have also received training, specific to the needs of children in their class, for diabetes and feeding tube support.
- The SENDCO is currently working towards achieving the National Award for Special Educational Needs.
- One Teaching Assistant is trained in Lego Therapy.
- One Teaching Assistant is trained in Drawing and Talking Therapy.
- We have a Teaching Assistant who is ELSA trained (Emotional Literacy Support Assistant).
- We are also a Trauma Informed and Attachment Aware friendly school.
- Training has also been given to a number of staff on correct handling from the Coping with Risky Behaviours Support Service.
- Adaptive Teaching to ensure all children can access the curriculum alongside their peers.

At Newlands Junior School we are always engaging with new training and CPD to continue to keep our practise up to date and best support our pupils. Proposed planned training for the 2024-2025 school year includes:

- Further adaptive teaching training
- Whole Word Reading
- Asthma Friendly Schools Award
- Wellbeing Award for Schools re-assessment
- Multi Modal Literacy
- Each Amazing Breath
- Functional Literacy to Improve Independence for Learners with SEND

In addition to this, the SENCO attends relevant SEN courses, Family SEND meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

#### **What specialist services and expertise are available or accessed by the school?**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

We believe that sharing knowledge and information with our support services is key in providing effective and successful SEN provision within our school.

The school seeks advice, as appropriate, around individual pupils. Requests for involvement can be made **termly** to:

- Schools and Families Specialist Services (SFSS)
- Educational Psychology Service (EPS)

We recognise that some of our children/families may need further, more immediate support and therefore referrals to provide individual support **when necessary**, can be made to:

- Early Help Unit
- Multi-Agency Safeguarding Hub (MASH)
- Family Service
- Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Services (CAMHS)
- Healthy Family Team
- Newark Bereavement Centre
- Women's Aid (Safe Hands)

- Sherwood Area Partnership (SAP)

### **How will equipment and facilities for SEN be secured and how accessible is the school?**

At Newlands Junior School, we endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current access arrangements and areas identified for improvement are outlined in our Accessibility Plan (available on the SEN page of our school website). We recognise that additional modifications may need to be made at any time, to ensure all pupils are able to fully access the school site and the curriculum we offer.

The school currently has a range of facilities for pupils with SEN in place. These include:

- The school is fully compliant with PDSS requirements.
- The school has a disabled toilet and changing facilities.
- The school is mainly on a single level with easy access and wheelchair-friendly doors. Where there are steps, alternative access is available.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs, including individual iPads for every child
- Use of Dyslexia friendly resources throughout school
- Use of signs and symbols (Makaton) for those pupils with communication difficulties
- Full time teaching assistant support allocated to all classes in school
- Before and after school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Information from the school office (for parents) available in a range of formats, including large print, translated and copied on coloured paper (dyslexia friendly)
- The front desk is wheel-chair height

If a situation arises where specialist equipment was needed, then advice would be sought from specialist services, such as the Physical Disability Support Service.

### **What are the arrangements for consulting parents of pupils with special educational needs and how will I be involved in the education of my child?**

At Newlands, we work closely with parents to gain a better understanding of their child and involve them in all stages of their child's education. If an assessment or referral indicates that a pupil has additional learning needs or a special educational need, the parents and the pupil will always be consulted with regards to future provision. Support will also be offered in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

Parents are invited to attend meetings with staff and external agencies (if involved) regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. A child on the SEN register will be set personal targets and these will be reviewed at termly review meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

### **What are the arrangements for consulting young people with SEN and involving them in their education?**

At Newlands Junior School, we work hard to create a school environment where pupils feel safe to voice their opinions of their own needs. We believe that pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Children with special educational needs, wherever possible, will be involved in their target setting and reviewing process and attend their termly review meetings where appropriate. Their views about the provision will always be taken into account.

The SENCO carries out pupil interviews annually, and works with SEN pupils on a regular basis (both in and out of the classroom), in order to monitor the appropriateness of provision and to gain their views and opinions about the issues that matter to them.

#### **What do I do if I have a concern or complaint about the SEN provision made by the school?**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they are advised to speak initially to the relevant class teacher, and then the Head Teacher if they feel the issue has not been resolved. If the issue is regarding a child's special educational needs and the provision made by the school, then they should make an appointment to speak to the school SENCO (Ms Karen Elliott), who will hopefully be able to suggest ways forward and make steps to resolve the issue.

If parents feel the matter is still unresolved and would like to submit a formal complaint then a full copy of the complaint's procedure can be obtained from the school office upon request.

#### **How does the governing body involve other organisations and services (E.G. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with SEN and supporting the families of such pupils?**

At Newlands Junior School, we work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

We have a number of services who work alongside staff, pupils and parents at our school to provide support and advice, enabling us to achieve the best possible outcomes for each child and their family. This includes:

- Schools and Family Specialist Service (SFSS)
- Educational Psychologist (EP)
- Sherwood Area Partnership (SAP)
- Targeted Support
- Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy (SALT)
- School Nurse
- Social Services

Additional services/professionals can be contacted to support, as the need arises.

#### **How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers / young people?**

Additional services and organisations are recommended to parents, carers and young people as and when a need arises. Services which may be recommended include support groups, charitable organisations, clubs for children and the Parent Partnership Service.

Parents will be signposted to Nottinghamshire Local Offer page on the website, access to this can be supported by school if parents have difficulties accessing a computer, smart phone or tablet.

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

Newlands Junior School Local Offer:



The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

### **How will the school prepare my child to transfer between phases of education?**

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us at the start of Year 3:**

- The SENCO will discuss the specific needs of your child with the SENCO of your child's current infant/primary school. In most cases, a transition review meeting, to which you will be invited, will take place with our SENCO, so that you can ask any questions and to ensure you are aware of the support we will provide.
- Your child should participate in focused learning relating to aspects of transition, at their current school during Year 2, to support their understanding of the changes ahead.
- Where possible, your child will visit from their current school on several occasions with familiar staff. Additionally, our staff who will be your child's teachers will visit your child in their current school.
- We will provide your child with a booklet, which contains pictures of all the staff who will be working with them when they join us in Year 3, as well as photos of key areas around school, for example the playground (which they will take themselves when they visit us). This will provide a discussion point for you and your child so that you will be familiar with school and our staff ready, for when your child joins us in September.

#### **If your child is joining us from another school part way through the school year:**

- The SENCO may visit the school your child is coming from, if this is possible, prior to your child joining us, to meet your child in a familiar setting.
- The SENCO will liaise with the SENCO at your child's current school, to ensure all information pertaining to your child is passed on.
- Your child will be able to visit our school and stay for a new starter's session.
- The SENCO will arrange any multiagency meetings appropriate to support you and your family.

#### **If your child is moving to another school:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- We will endeavour to make regular and planned transition visits to your child's new school with your child.

#### **In Year 6:**

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in every case, a planning meeting will take place with the new teacher.
- Pupil Support Plans will be shared with the new teacher.
- Additional transition visits to your child's new classroom/area will be arranged to ensure your child is familiar with their new surroundings. This will also include spending time with their new teacher as well as other support staff.
- Your child's new teacher and teaching assistants will visit his/her current class and spend time getting to know your child in the half term before they will teach/support your child.
- We will also provide your child with a booklet (which will have photos of the staff as well as the classroom area) to bring home to share with parents/carers so that you can talk about the staff who will support your child in the new school year.

#### **What is the school's response for the long-term effect of COVID 19?**

The SENCO has supported new staff with their development for working with children with SEND so that they adhere to school's SEND policy from the start.

After COVID 19, there has been an increase in children with social and emotional difficulties. Senior leaders have the availability to support many parents and children who are extremely anxious with returning to school. The SENCO has spent time working with children around anxieties, emotional difficulties, using advice from outside agencies (e.g child psychologist and behaviour support team) to remove barriers so that learning can continue to take place. In addition to this, we have a Pupil Wellbeing and Family Support Lead as well as a Pastoral Support Worker, who works with children teaching them self-regulation with all emotions.

We have increased the number of trained staff supporting children's mental health and wellbeing, who quickly intervene with children and supports their social and emotional literacy. ELSA support assistants have also given additional support and advice to staff in school supporting specific children in their class. Mrs Walters is our trained ELSA.

#### **Where can I access further information?**

Further information can be found on the SEND information page on our school website:

<https://www.newlandsjunior.co.uk/special-educational-needs/> or by contacting the SENCO (Ms Elliott) via the school office or on 01623 480440 or by email on [office@newlands.notts.sch.uk](mailto:office@newlands.notts.sch.uk)