



New Close Primary School
An Acorn Education Trust School

New Close Primary School Special Educational Needs and Disability (SEND) Information Report December 2020

In line with the SEND Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at New Close Primary School for children with SEND.

Our vision for children with SEND

At New Close Primary School, we aim to inspire, nurture and challenge our children to achieve their full potential by enabling them to learn with enthusiasm, develop their creativity, discover their talents and do their best. We believe that all children should make progress regardless of their SEND.

<p>Who's who and what do we do?</p>	<ul style="list-style-type: none"> • Class teachers have the responsibility for the achievement and progress of all children in their class. Class teachers are available in the playground after school or may be contacted via the school office • Miss Graham is the Special Educational Needs Coordinator (SENCo). Her role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. She may be contacted in the first instance through the school office. • Mrs Kilminster is the Headteacher who has ultimate responsibility for SEND. • Mrs Turner is the governor with responsibility for SEND. • We have a 5 teaching assistants (TAs) who deliver a range of interventions and support programmes. Some of our TAs work in the classroom directly with the children while others may deliver intervention • We have one member of staff who is a trained Emotional, Literacy Support Assistant (ELSA).
<p>How does the school know if my child needs extra help?</p>	<ul style="list-style-type: none"> • Class teachers evaluate their lessons and consider whether children are making expected progress throughout the lesson. • Children are assessed each term and their attainment and progress is monitored by their teacher, the SENCo and the headteacher. • If a class teacher has concerns about a child, he or she will contact parents to discuss. • Should concerns continue, the class teacher will discuss these with the SENCo. • Concerns may be raised by parents with the classteacher. <p><i>'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'</i> SEND Code of Practice, January 2015</p>
<p>How does the school assess my child's SEND?</p>	<ul style="list-style-type: none"> • If there have been ongoing concerns about a child's progress and/or development, the class teacher will consult with parents and the SENCo. • If necessary, referral will also be made to the 'Wiltshire Graduated Response to SEND Support" (WGRSS) – this gives guidance regarding procedures and strategies and helps to inform decisions about how best to support the child's needs. Some other assessment may be carried out to try to pinpoint the cause of any difficulty. This may involve reading, spelling, numeracy or vocabulary tests. We also occasionally use Wesford or the Dyslexia Portfolio. An observation may be carried out in class.

	<ul style="list-style-type: none"> • If necessary, the child may be added to the SEN Register at the ‘SEN Support’ level. A One Page Profile and SEN Support Passport will be completed by the class teacher and parents will be consulted. • In response to individual needs, a ‘My Support Plan’ may be written, so that progress can be closely monitored and additional support put into place as necessary. Parents will be consulted and kept informed. • Should the class teacher or SENCo have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. • Whilst most children will have their SEN needs met at ‘SEN Support’ level, a small number may require an Education, Health and Care Assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. • Children who have an Education, Health and Care Plan (EHCP) will have a formal Annual Review Meeting to review progress.
<p><i>What should a parent do if they think their child has Special Educational needs?</i></p>	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to contact their child’s class teacher. The teacher is responsible for the learning of the children in his or her class and is best placed to discuss concerns. There are also a number of strategies that a teacher can put in place within the classroom to support. • If concerns persist, parents/carers are able to contact the SENCo, Miss Graham or the Headteacher, Mrs Kilminster, through the school office. • We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents/carers and believe that this fosters excellent cooperation which is undoubtedly in the best interests of the children at our school. We would much rather hear about any worries however minor they may seem.
<p><i>How will the curriculum and learning environment be matched to my child’s needs?</i></p>	<p>High quality teaching, differentiated for groups or for individuals is the first step in supporting pupils who have or may not have SEN.</p> <ul style="list-style-type: none"> • Using assessment outcomes, challenging but achievable targets are set for each child. • Where necessary, specific resources and strategies are used to support children both individually and in groups, for example laptops, visual timetable, writing frames, pencil grips. • Classroom environments are stimulating as well as supportive; they are resourced to meet the needs of children with different learning styles. Some children need less distraction and may use a workstation at times.

How will New Close School support my child?

- The class teacher will oversee, plan and work with each child with SEND in their class, to ensure that progress in every area is made.
- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class. However on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that work is personalised and tailored to groups and individuals.
- There is a whole-school rewards scheme which is accessible to all pupils.
- Teachers closely monitor the progress of individuals in order to target weaknesses.
- We will inform parents/carers if a child is receiving regular intervention in school. We will monitor the impact of the intervention and assess accordingly. Interventions may be linked to phonics, reading, spelling, maths and much more.
- Some children write a one page profile alongside their teacher.
- This may include specific targets to work on in school and at home.
- We have a clear and consistent behaviour policy.
- We will inform you of any serious behaviour incidents.
- We monitor behaviour on a weekly basis.
- Some students need support to make the transition to school in the morning and are supported with this by their class TA.
- We monitor attendance and lateness; if there is an issue you will be informed.
- Some pupils need individualised rewards schemes.
- Some children may be supported at unstructured times.
- We use a variety of strategies to work with children with social and emotional needs.
- Some children require access to Teaching Assistant support in lessons. This may be on an individual basis or as part of a small group. Teaching Assistants also work within a class and offer support in the form of prompts or further explanations as needed.
- Teachers use a variety of strategies to help children with focus and attention difficulties such as work stations, fiddle toys, timers and individual rewards.
- Teachers ensure that children with physical difficulties have the correct equipment including appropriate seating in order to enable a child to learn.
- Teachers use strategies such as those in the “Support in Wiltshire for Autism” booklet.
- Teachers also use specialist reports and assessment to remove barriers to learning for individuals.

	<ul style="list-style-type: none"> • Teachers ensure that those children with visual impairments have access to appropriate resources. • Teachers give careful consideration to groupings and seating within the classroom. • All classrooms have visual timetables.
<p><i>How will I know how my child is doing?</i></p>	<p>We believe that your child’s education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.</p> <ul style="list-style-type: none"> • The class teacher will meet parents/carers of children with SEND at least on a termly basis (this could be as part of parent’s evening) to discuss your child’s needs, support and progress. Parents/Carers are encouraged to complete the diary on a daily basis to record home reading as well. • Parents/Carers also receive a written report from school in term 4 alongside a short report 6. • Additionally, if a child is seen by an outside agency, parents/carers will be invited to contribute their views and receive a full copy of the report. • If a child has a My Support Plan, his or her progress will also be reviewed with the SENCo at least three times per year. • Parents/carers are also welcome to make an appointment to meet with either the class teacher or SENCo and discuss how a child is getting on. • It is possible to contact the SENCo, Miss Graham, via the school office.
<p><i>How accessible is the school environment?</i></p>	<ul style="list-style-type: none"> • Classrooms in the main building are on one level and can be accessed using a wheelchair. There is a ramp into the Early Years and KS1 classrooms. • We have a disabled toilet where children can be changed or use when necessary.
<p><i>How will the school help me to support my child’s learning?</i></p>	<ul style="list-style-type: none"> • The class teacher or the SENCo can offer advice and practical ways that you can help your child at home. • The class teacher provides a home / school reading diary which your child will bring home daily so that comments from parents and teacher can be shared.

	<ul style="list-style-type: none"> • If your child is on the SEND register at SEN Support level, he or she will have a one page profile and SEN Support Passport which will identify targets for the term. This will be discussed with you on a termly basis with the class teacher and you will be given a copy of the targets. The targets set are SMART (specific, measurable, achievable, realistic, timescaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. • If your child has more complex difficulties, he or she may need a “My Support Plan” which is a detailed document which gives a holistic picture of the child. It also outlines possible avenues of support. • If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child’s progress. • If a class teacher needs to discuss an issue with parents/carers, it will be done privately and strategies to support your child will be offered.
<p><i>How will my child’s voice be heard?</i></p>	<ul style="list-style-type: none"> • Through regular circle time and PSHE sessions, discussions in class and assemblies. • Class teachers discuss children’s targets with them and where they are able, children have a say in their own target setting and target review. The children also contribute to their One Page Profile. • Children who have a ‘My Support Plan’ or a ‘My Plan’ will be involved in their development and review .
<p><i>How will New Close support my child’s social and emotional development and well-being?</i></p>	<p>We believe that children learn best when they are happy. We celebrate the children’s successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.</p> <p><i>Support which is always available:</i></p> <ul style="list-style-type: none"> • Circle time and PSHE lessons to promote social skills and social development. • Class and whole school reward systems that promote and celebrate social development, as well as other achievements. • Regular collective worship and a termly class assembly. • Senior staff provide a meet and greet at the school gate every morning. • We encourage children to communicate their worries with a trusted adult. • If appropriate, we are able to refer children to the Trust’s weekly forest school.

	<p><i>Support that may be put in place:</i></p> <ul style="list-style-type: none"> • We offer Emotional Literacy Support Assistant intervention which is flexible to meet many social, emotional and mental health needs and includes structured interventions and 1:1 bespoke provision. • Morning meet and greet with the teacher/teaching assistant.
<p><i>How will my child be included in school activities including trips?</i></p>	<ul style="list-style-type: none"> • We aim to include all children on outdoor trips and residential trips. In consultation with parents/carers we will make any necessary adaptations. • A risk assessment will be carried out for any off site activity. In the unlikely event that the activity is considered unsafe, we will provide alternative activities that will cover the same areas of the curriculum.
<p><i>How will New Close support my child for joining the school or transferring to a new school?</i></p>	<ul style="list-style-type: none"> • We encourage all new children to visit the school prior to starting with us. • For children with SEND we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We could also visit them in their current setting if appropriate. • There is an effective transition programme in place with the local secondary school, Kingdown School. This involves members of their staff visiting the children in Year 6 as well as visits to the secondary school site. Additional transition is available for some pupils with SEND who it is felt would benefit from extra visits and preparation. • We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. • If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
<p><i>What training do staff receive regarding SEND?</i></p>	<ul style="list-style-type: none"> • We have regular staff meetings to ensure all staff are kept up to date with SEND developments. • Some staff have completed first aid training.

	<ul style="list-style-type: none"> • Staff may meet with members of SSENS (Specialist Special Educational Needs Service) during ‘SEN Surgeries’ or at the Annual Planning Meeting. • Through staff appraisal, development needs are identified and catered for. This may include ‘in-house’ training or attendance on a course. • If we admit a child for whom specialist training is needed eg Epipen use, training is provided as soon as possible.
<p><i>What specialist services are accessed by the school?</i></p>	<ul style="list-style-type: none"> • We work closely with the Acorn Education Trust SENCo, Sue Fulbrook who has the National Award for SEN co- ordination as well as Advanced Certificates in Dyslexia Teaching Methodology and Autism. • The school can access a variety of interventions including BLAST, Toe by Toe and PAT. • All staff are able to access resources for social skills, fine motor skills, social communication difficulties, speech and language programmes, phonics. • We also access the expertise of the Acorn Education Trust’s Link 2 staff who work with children with complex needs. • We are also able to refer children to weekly Forest School, where it is deemed that this provision meets their needs. • We access advice and support from the Specialist SEN Service, Acorn’s Behaviour Support Service, Acorn’s Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, School Nursing Team, Child and Adolescent Mental Health Service (CAMHS), Social Care, Multi-Agency Safeguarding Hub. • Where requested by parents/carers, we also receive communications from the Child Community Health Team
<p><i>How are the school’s resources allocated and matched to need?</i></p>	<ul style="list-style-type: none"> • The budget is allocated on a needs basis; children with more complex needs will require more support. • Pupil Progress Meetings, held 3 times a year with senior staff, review the progress of all children. We review and evaluate our resources and provision to ensure effective support is maintained. Class teachers continually monitor children’s progress and direct support from their teaching assistant accordingly. • The class teacher and the SENCo will discuss the child’s needs and what support would be appropriate. This will invariably involve liaison with parents as well. We make our best endeavours to ensure that children have the levels of support that they require. Of course, every child at New Close Primary School is an individual and different children will require

	different levels of support in order to help them make progress and achieve their potential. We consider this to be critical to the way in which we work and we commit a lot of time and effort in considering the appropriate level of support for each child.
<i>Can my child's school dinner requirements be accommodated if they have a special diet?</i>	<ul style="list-style-type: none"> • A hot dinner is available for all children in KS1 and for those in KS2 who wish to purchase one. • Special diets can be accommodated for, as long as we have advance notice.
<i>How are the school governors involved?</i>	Mrs Graham, the SENCo updates the Governors on progress in SEND. Governors are encouraged to visit the school regularly. The SENCo meets regularly with the designated SEND governor, Mrs Turner.
<i>Who do I contact if I have further concerns or would like more information?</i>	<ul style="list-style-type: none"> • The first point of contact would be your child's class teacher to share your concerns. This would be followed by contact with the SENCO. • You could also arrange to meet with the Headteacher, Mrs Kilminster. • Wiltshire Parent Carer Council is an organisation that provides independent advice and support for families – http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page <p>The Wiltshire Local Offer has a huge range of information about SEND in Wiltshire – www.wiltshirelocaloffer.org.uk</p>
<i>What to do if I have a concern about the provision for my child with SEN?</i>	If concerns raised with the class teacher and SENCo are not met with a satisfactory outcome, you are welcome to contact the Headteacher, Mrs Kilminster, at the school. Furthermore, a full copy of our complaints procedure is available on the school website.

<p><i>What provision will be in place to ensure children and young people with SEND are supported in light of the Covid 19 pandemic?</i></p>	<p>In the event of school closure, children and young people with SEND will be supported via remote learning. The class teachers will take into account the needs of students with SEND. Additional pastoral and well-being support through telephone or Microsoft Teams “check-ins” will be available. Link 2 have created some video recorded sessions which all children may access with a focus on addressing anxiety, emotions and sensory needs.</p> <p>Following a safe transition back to school in September 2020, schools assessed learning that had not been embedded or is missing for all children. Many children are quickly catching up however, we recognise that for students with SEND, this may prove more challenging in some cases. Where schools identify that a child needs additional support, this will be actioned.</p>
<p><i>What steps did we take to ensure that children and young people with SEND were supported during the Covid 19 pandemic?</i></p>	<p>A risk assessment was completed at the start of lockdown to assess whether a child or young person with an EHCP was safe to learn from home. This information was shared with Wiltshire Council. During this early part of lockdown, SENCOs and/or class teachers or TAs telephoned or emailed the parents of students with EHCPs and some identified as vulnerable on SEN Support on a weekly basis. This helped us to support parents and carers and ensure that children were happy and safe and to give advice and support where children were struggling.</p> <p>As Term 5 went on, we actively encouraged all children with EHCPs to return to school. Recognising that a transition back to school may prove challenging, each parent/carer and child were offered bespoke timetables. By Term 6, most children were accessing school again including those with SEND.</p> <p>Link 2 remained open throughout the pandemic to children needing to attend.</p> <p>Provision from Mrs Whitehouse (Acorn Behaviour Support) went online and she was able to meet with students within the Trust for virtual sessions. These were bespoke to the individual, but mainly focussed on anxiety related to the situation and the transition following it.</p> <p>Any specialists that were due to observe children at New close, completed their assessments remotely.</p>

Useful websites

- <https://www.wiltshire.gov.uk/local-offer>
- www.wiltshireparentcarercouncil.co.uk
- www.nasen.org
- www.bdadyslexia.org.uk
- www.autism.org.uk
- www.dyspraxiafoundation.org.uk
- www.adhdfoundation.org.uk
- www.addiss.co.uk
- www.rnib.org.uk
- www.partsight.co.uk
- www.scope.org.uk
- <https://kooth.com>
- www.youngminds.co.uk
- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- www.cerebralpalsy.org.uk