

Local Offer – Newport Primary School

1a. How does the school identify children with special educational needs?

On arrival to Newport Primary School:

- o Information gathered from other professionals – from previous schools, health visitors, nursery staff.
- o Information directly from the parents and carers during the initial and following meetings and visits. Further meetings between parents/carers and school SENco or other appropriate members of staff when necessary;
- o Transfer of data from previous school or setting as the pupil moves, particularly in-year transfer.
- o Range of tracking data used to identify SEND or to inform provision already in place;
- o Data is captured at strategic points throughout the year and is monitored by staff and Governors to identify if there are any concerns from the data that need further investigation;
- o SENco, Learning Support Specialist Teacher and/or Educational Psychologist may investigate further and carry out more in-depth assessments of needs either in response to data or staff concerns;
- o If required the school will bring in additional external professionals to further assess and give recommendations for appropriate provision.

1b. How do we involve parents and carers in planning for those needs?

- o A SEND meeting each term for identified pupils and parent/carers with the SENco
- o Attending consultation meetings with the teacher throughout the year (termly)
- o Planned opportunities for parents/carers and pupils to meet with the Ed Phy/specialist teacher to discuss assessment outcomes
- o For pupils with an EHC plan meetings with parent/carers throughout the year and at annual reviews meetings.
- o Parents and carers are fully consulted when the EHC plans are initially put in place and will be invited to attend the annual review meetings at the end of the year.
- o Annual questionnaire is given to parent/carers for opinions and feedback.

1c. What specialist provision do we access?

- o We have access to Speech and Language therapists via Middlesbrough Local Authority.
- o We employ the services of a Learning Support Specialist Teacher to undertake assessments with identified pupils and recommend strategies for support.
- o We employ the services of a Play therapist to work one-to-one with identified pupils.
- o We have access to an Educational Psychologist via Middlesbrough Local Authority. In addition, we employ the services of a highly skilled Educational Psychologist to work with our SENco on assessments and recommendations.
- o We have access to the Ethnic Minority Achievement Team who support us with our new arrivals.
- o We employ a full time Parent Support Advisor and a full time Bi-lingual Support Advisor who conducts home visits and offers advice and support to parents and carers. Additionally, we have a small team of personnel dedicated to the support of new arrivals and EAL/non-English pupils.

2a. Who in school will support your child and how will this be monitored?

- Deputy head teacher and SENco will have overall a detailed overview of all pupils on the SEND register and will oversee monitoring and evaluation of progress and provision;
- All teaching staff have a responsibility for the teaching, monitoring and evaluating of pupils with SEND. This is the first principle of the new SEND Code of Practice 0 – 25 (2014);
- Pupils who are registered as SEND support, in line with the SEND Code of Practice 0 - 25 (2014), will have annual planning and evaluation meetings with parent/carers and (where appropriate) the pupil to oversee the plan, monitor progress and evaluate any interventions.
- Pupils with an EHC (or Statement if pre-2014) will have their progress reviewed and monitored by the SENco and will also have an annual review meeting attended by relevant professionals and parent/carers.
- Highly-skilled Teaching Assistants provide support within and outside of the class room with identified pupils on appropriate interventions. Impact of interventions on pupil progress will be monitored by the SENco on a half-termly basis and a report will be formulated and shared with all staff and Governors.
- Quality first teaching is supported by a team of support staff who have differing roles. However, always central to this is breaking down barriers in order to ensure SEND pupils move forward with their learning and progress.

2b. How are decisions made about the type and amount of provision that a pupil will need?

- From talking to parents/carers and the pupil to understand and establish what they see as the priorities;
- Decisions are based on quality evidence that the school has collected over time: both data analysis and detailed information from key personnel involved in teaching and assessing a pupil.
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a pupil;
- The amount of provision is decided in line with the needs of the pupil and any specific allocated funding. For example, this could be a short term programme of work such as a half term of input on a specific area of need or longer term in-class support;
- Effectiveness of any intervention will be monitored throughout with a full evaluation at the end, or at review points, to ascertain progress towards objectives. Review points will be half-termly. They will be overseen and monitored by the SENco

3. What Curriculum do we offer?

- The overall curriculum structure is directed by the government and the National Curriculum;
- All pupils have an entitlement to study a full curriculum; this may be adapted depending upon the needs of the pupil.
- Differentiation is the responsibility of all teachers and support staff, informed by the data and information on each pupil. Staff will deliver lessons/sessions using different styles of teaching through a range of strategies, activities and resources.

- Targets will be set, and progress against them monitored, particularly for core subjects

4. How accessible is our school?

- Newport Primary School is fully wheelchair accessible;
- There is one disabled toilet that is accessible on the main corridor. Hand rails are on a range of toilets throughout school to support pupils.
- We have continued to improve our accessibility by adding wider doorways and ramps to exit and entrance areas, where appropriate.
- Communication with parents/carers whose first language is not English is put in place to respond to need. Key documentation is translated into more than one language and a number of employed staff are bi-lingual.
- [Link to Full accessibility plans and Equality Scheme](#)

5. How do we engage with parents and carers?

- Pupils with SEND are monitored regularly and closely by the SEND co-ordinator, external agencies and Parent Support Advisors. Tracking data is used every half-term to monitor progress. This data is looked at by the SENco, Senior Leadership Team and Governing Body every term.
- We hold consultations every term (3 times per year) and send out termly written reports in the Autumn and Spring Terms and an annual summative report at the end of the academic year.
- Parents and carers are invited into school to discuss assessments undertaken by the Educational Psychologist or Learning Support Specialist Teacher to agree actions.
- EHC plans will be developed alongside parents/carers and pupils. These will be reviewed annually.
- Parents and carers are invited into school in July to meet the new teacher in preparation for September.
- We have an 'Open Door' policy that allows parents and carers to come into school to discuss any issues or concerns on a daily basis.

6. How do we support the overall well-being of pupils?

- We employ a full-time Parent Support Adviser and Bi-lingual Support Adviser. These are staff who have day-to-day contact with parents/carers and pupils in all areas of need;
- Pupils can contribute their views through the School Council. Representatives from the council are on hand every lunchtime and meet with the Deputy Head teacher each week to pass on the views and comments of the pupils
- We have an Attendance Officer who works with the Education Welfare Officer and PSA to monitor daily attendance and punctuality and address with parents/carers any concerns or issues;
- The School nurse is in school regularly to discuss any concerns and offer advice to staff, pupils and parents/carers.
- Newport Primary School has a full medicines policy and First Aid Policy
- There is a member of staff on duty each day in the main office from 8:00am to receive medicines from parents/carers and record the necessary information. There is a member of support staff available each day to carry out what has been agreed with the parents/carers.

7. What expertise is available or accessed by the school?

Newport Primary School has access to a wealth of expertise from its staff and from external professionals. Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a pupil makes best progress.

The following is a snapshot of these but is not an exhaustive list.

Expertise in School	Expertise/Specialist Service accessed by School
Specialist teacher Specific Learning Difficulties (Dyslexia)	Educational Psychologist
Child Protection Level 1 and Level 3	Attendance and Welfare service
Team Teach	Hearing Impaired Service & Teachers of the Deaf
Advanced First Aid and Paediatric First Aid	Children and Adolescent mental health service
Schedule of Growing Skills Assessors	Speech and Language Service
Bi-lingual Staff	School Nurse and Primary Care Trust (PCT)
National Award for SEN Co-ordination	Footsteps – Therapeutic support
Numbers Count and Maths Recovery Teacher	Ethnic Minority Achievement Team (EMAT)
Early Years Quality Mark	Forget me not - bereavement support
Art Therapy	Occupational Therapy
	Social Care & Outreach
	Learning Support Specialist Teacher
	Sure Start
	Community police/Fire Brigade
	Local Authority SEND Advisory Team

8. What are Staff Training Priorities within the School?

All staff are either teachers of, or are supporting pupils with SEND.

The table summarises the most recent staff training in respect of SEND and disabilities.

Details of Full Staff Training	Details of Individual Staff Training
Annual Child Protection training	Child protection and disabled children
Team Teach	Play Therapy
Annual Fire Evacuation and procedures training	Dyslexia
Annual Behaviour Management training and policy guidelines	Speech, Language and Communication
Emotional Resilience	Art Therapy
	Administrating Medicines and First Aid
	Emotional resilience & relationship support
	Behaviour management
	Schedule of Growing Skills
	National Award for SEN Co-ordination
	LAC – looked after children
	Attendance and children missing in education training
	Magic Spelling
	Educational Visits training
	Primary Movement
	ASD - placement

Future planned training and disability awareness:

- Full staff SEN Code of Practice 2014 Implementation
- Further Autism training
- Speech, Language and Communication
- Emotional and pastoral group work

9. How do SEND pupils access activities outside of school?

- There are a large and varied number of out of school activities for all pupils to participate in;
- Newport Primary School is a fully inclusive school and, wherever possible, puts in place the support a pupil needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and/or equipment;
- Staff who are arranging an off-site visit will undertake risk assessments and may need to discuss with parents/carers any specific requirements a pupil may have.
- A member of the Senior Leadership Team oversees all visits to ensure pupils are safe and included where possible.

10. How is Transition planned and managed by the school?

Transition from Primary to Secondary School:

- Parents and pupils in Year 5 and 6 are invited by secondary schools to visit in September each year;
- We arrange activities with a range of secondary schools throughout the year for Year 5 and 6 pupils, to familiarise themselves with the new setting.
- For pupils in Year 6 with an EHCP/statement, the SENco from the secondary school will be invited to attend the Annual Review meeting.
- Once a place has been confirmed the SENco liaises with the secondary school transition team and will share necessary information.
- The SEN file for the pupil is transferred to the new school.
- A transition plan may be put in place which could include a number of early visits to the new secondary school, initially with the support of a member of staff to accompany the pupil.
- A mentor might be put in place as a familiar adult to help with transition.

Transition to another Primary School:

- Once a place has been confirmed the SENco liaises with relevant staff from the new school and will share necessary information.
- The SEN file for the pupil is transferred to the new school.
- A transition plan may be put in place which could include a number of early visits to the new school, initially with the support of a member of staff to accompany the pupil.
- A mentor might be put in place as a familiar adult to help with transition.

11a. How are the school resources allocated and matched to the pupil's special educational needs?

- All resources are allocated to and matched using the extensive data that the school holds about each pupil;
- This includes planning for these interventions with parents/carers and pupils.

11b. How is the SEND budget allocated?

Newport Primary School has a number of different SEND provisions and interventions which are matched to the pupil's special educational needs, financed through the SEND budget or Higher Needs Funding allocation. The following table gives an overview of additional provision (this list is not exhaustive):

Provision	Year Groups	Description
Educational Psychologist	All	To undertake in-depth assessments of pupils with complex needs
Learning Support Specialist Teacher	All	Working with identified pupils to undertake diagnostic assessments, small group and 1:1 support, providing advice and recommendations
Small group teaching	All	In some areas the groups are smaller in number so the teacher can better meet SEND needs
Phonic Enrichment	All	Small group work to develop early phonic skills
PiXL Reading	Years 5 & 6	Small group work to address specific target areas in reading
PiXL Writing	Years 5 & 6	Small group work to address specific target areas in writing
PiXL Maths	Years 5 & 6	Small group work to address specific target areas in maths
1:1 Maths Tuition	Key Stage Two	Additional tuition after school with a Specialist Maths Teacher
Numbers Count	Key Stage One	1:1 and small group work with a Specialist Maths Teacher
Maths enrichment	Key Stage One and Two	Small group work to target maths
Action Words	Key Stage One	Support to read and spell high frequency words
PSA	All	Meet and Greet, Pastoral Support, Home visits, Parents workshops including behaviour support strategies and signposting
ELA	Foundation Stage	Very early language acquisition
BLAST	Foundation Stage and new arrivals	Early language acquisition
1:1 reading	All	1:1 reading intervention
Nurture	All	1:1 and small group emotional support

Sentence Clinic	Key Stage One and Two	Small group literacy support
Computer programmes	All	Various computer programmes are available for 1:1 and small group in literacy and numeracy
Lexia	Key Stage Two	Key stage 2 reading and spelling
Team teach	All	De-escalation behavioural management
Breakfast, Lunch and After School clubs (homework support available)	All	Safe places during these times, access to computers, social time