



Newport Primary School – SEND Information Report

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

On arrival to Newport Primary School:

- Information gathered from other professionals – from previous schools, health visitors, nursery staff.
- 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;
- Transfer of data from previous school or setting as the pupil moves, particularly in- year transfer.
- Range of tracking data used to identify SEND or to inform provision already in place;
- 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;
- SENco, Educational Psychologist or other external specialist may investigate further and carry out more in-depth assessments of needs either in response to data or staff concerns;
- 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?

- Opportunity to meet with teachers to discuss and sign Support Plans, at least twice yearly
- Attending consultation meetings with the teacher throughout the year (termly)
- Planned opportunities for parents/carers and pupils to meet with the Educational Psychologist to discuss assessment outcomes
- For pupils with an EHC plan, meetings with parent/carers at annual reviews meetings and ad-hoc as required.
- 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.
- Annual questionnaire is given to parent/carers for opinions and feedback.

1c. What specialist provision do we access?

- We have access to Speech and Language therapists via Middlesbrough Local Authority.
- We employ the services of Play therapists to work one-to-one with identified pupils.
- We employ the services of a highly skilled Educational Psychologist to work with our SENco on assessments and recommendations.
- We refer/seek advice from external services including: Hearing Impaired and Visual Impaired (HI/VI), CAMHs, Early Years Support, Holmwood School.
- We have access to the Ethnic Minority Achievement Team who support us with our new arrivals. We employ a full time Parent Support Advisor and Bi-lingual Support Advisers who conduct 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 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, to ascertain progress towards objectives.

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 and external agencies
- 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 twice 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 to agree actions.

- EHC plans will, at point of application, be developed alongside parents/carers and pupils. Once issued, these will be reviewed annually.
- Parents and carers are invited into school in Autumn term to meet the new teacher in preparation for September.
- If parents/carers wish to discuss any issues, questions or concerns they can make an appointment to speak to school staff.

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

- We employ a Parent Support Adviser and Bi-lingual Support Advisers. 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 Rights Respecting Ambassadors. Representatives from the council attend regular meetings to feed back pupil views;
- 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;
- 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 Nursing Service
National Award for SEN Co-ordination	Bungalow – Therapeutic support
Art Therapy	Ethnic Minority Achievement Team (EMAT)
Early Years Quality Mark	Forget me not - bereavement support
Therapy Dog and canine intervention training	Social Care & Outreach
	Community police/Fire Brigade
	Local Authority SEND Advisory Team
	Occupational Therapy