



Newton Leys
Primary School & Nursery

Nurture, Excel, Achieve

Annual SEND Information Report

SENDCo: Lora Edmonds

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Newton Leys Primary School is a school within the community of Newton Leys on the outskirts of Bletchley. Our vision at Newton Leys Primary School & Nursery is to create a school that is an integral part of the community where children are proud of their achievements and excel within a safe, joyful and nurturing environment.

The facilities and resources we offer our children are splendid, but we know we offer our children and families much more. These early years of a child's life and educational journey are critical for their development and educational outcomes. At Newton Leys, every member of staff shares the same belief about educating children; that in order to get the best from a child; the child first has to feel cared for, valued and respected. It is for this reason 'nurturing' is always the first behaviour any member of staff demonstrates to our children and families. With an exemplary and passionate school staff we have every confidence we give our children the best possible experiences to enable them to develop in every aspect and by doing this give them every opportunity to succeed.

At Newton Leys Primary School & Nursery we aim to:

1. identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met to the best of our abilities and resources
2. have in place systems whereby the class teachers have in depth knowledge of pupils with SEND
3. provide all pupils with a broad and balanced curriculum that is adapted to the needs and ability of the individual
4. have the same high ambitions and expectations for pupils with SEND as any other child
5. be sympathetic to each pupil's needs by promoting a strong partnership between the pupil, the parent, Newton Leys School staff and specialist outside agencies
6. actively engage in support from the Local Authority and outside agencies
7. encourage all pupils to take a full and active part in school life.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

What kinds of Special Educational Needs are provided for at Newton Leys Primary School & Nursery?

At Newton Leys Primary School & Nursery we offer provision for pupils with difficulties in the following areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health needs
4. Physical and / or Sensory needs

How does Newton Leys Primary & Nursery School identify and assess pupils who need extra help and what should I do if I think my child may have Special Educational Needs?

As a school, we follow the Local Authority graduated approach to teaching which involves all classes receiving high quality first teaching as a standard. If necessary, pupils also have access to targeted and personalised provision if their needs cannot be met through quality first teaching.

Throughout the academic year Class Teachers analyse their class data on a termly basis to monitor the progress of all children. Termly progress meetings are held between the Senior Leadership Team and all Class Teachers. During these meetings, the progress of each pupil is discussed. There is then a focus on those that are identified as making less than expected progress and/or attainment. Those that have social, emotional or mental health difficulties which impact on their ability to engage in their learning are discussed. Strategies that can be used by the Class Teacher are discussed and implemented. If appropriate, additional support may be put into place on a 1:1 or small group basis in order to address any specific areas of difficulty.

If concerns are raised by class teachers in relation to a child's academic attainment or progress, the SENDCo may decide to carry out some standardised tests to more specifically identify any areas of concern and specific interventions are implemented and monitored by the Class Teacher and SENDCo. Following these assessments, a clear baseline is established. The tests can be re-administered on a termly basis so that progress and impact of the interventions can be clearly monitored. We follow the four-part cycle of **assess, plan, do, review** to monitor and evaluate the impact of all interventions.

We will have an initial discussion with parents when identifying whether a pupil needs additional support. These discussions will ensure that:

- Everyone has an understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and the child's view
- Everyone understands and agrees the outcomes sought for the child
- Everyone is clear on what the next steps are

We encourage parents to speak openly with class teachers about their children's needs and value their input. If parents are concerned about their child's progress, we encourage them to discuss this with the class teacher.

How will I know how my child is doing?

As a school we have an open door policy and encourage parents to talk to us about how their child is progressing at Newton Leys Primary & Nursery. The first contact will be your child's class teacher as they spend most time with your child and therefore know them best. Our SENDCo is easily contactable via the school office by telephone or email and always responds to parents' correspondence as swiftly as possible, l.edmonds@newtonleysprimary.org

Each term, Class Teachers will either hold a Parents' Evening and/or issue a written report on every pupil's progress. This will highlight strengths and areas for improvement across the curriculum.

Those pupils recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category 'SEND Support'. For SEND Support pupils, the SENDCo will work with and advise class teachers on how best to support them.

Pupils on the SEND register will have objectives set for them by the Class Teacher with support from the SENDCo and specialist agencies as required. Parents will be invited in to school to meet with the Class Teacher to agree the outcomes and review the pupil's progress at least every six weeks.

For pupils with an Education and Health Care Plan (EHCP), the class teacher will organise a meeting with parents once per term. Where possible, these meetings will also involve any staff working with the pupil in school as well as the pupil when appropriate. There will also be a formal annual review held in school once per year, as a minimum, to review how well the EHCP is meeting the pupils' needs.

How will I be involved in discussions about the planning for my child's education?

Any pupils with additional needs will have their progress closely monitored by the SENDCo and class teacher. We welcome parental involvement in any decisions about how to support pupils in school and aim to keep parents up-to-date with their child's current progress. Our Class Teachers and, where appropriate, SENDCo are available to meet with parents before, during and after school to discuss their child's needs as requested.

Parents of pupils with EHCPs are invited in for a meeting once per term, or more often if needed, to discuss any changes that need to be made to their support. Where possible these meetings will involve the parents, the child, SENDCo, Class Teacher and any Teaching Assistants working in school with the child.

What adaptations are made to the learning and development provision to support my child's needs?

Class Teachers are responsible for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND and is in place in all classes to ensure all pupils are able to access the curriculum. Teaching is adapted across the curriculum, as needed, for all children. Each level of provision is evaluated during the academic year including: the learning environment, behaviour management, resources, equipment, use of additional adults and interventions used. All teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class.

Adaptation and scaffolding is the process by which Teachers ensure that tasks are matched to pupils' abilities. This might involve the use of additional adult support, different/ additional resources, or different outcomes expected of pupils. At Newton Leys Primary & Nursery adaptation and scaffolding is approached in a range of different ways to enable pupils to access the curriculum and help ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for ability and mixed groups to maximise learning opportunities for all.

Our broad and balanced curriculum is accessed by all pupils. Adaptions are made to support specific curriculum needs, for example, development of independence.

Adaptions to the school or classroom environment may be needed in order to meet the needs of specific pupils. This may involve purchasing specialist furniture or writing equipment, or may involve providing pupils with alternative methods of recording their work, for example, a laptop.

How effective is the SEND provision at Newton Leys Primary & Nursery School?

At Newton Leys Primary & Nursery School we are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every half term, as an outcome of analysis of data and pupil progress meetings, the progress of these learners are monitored and provision adjusted where progress is not as expected.

At the end of every term, the SENDCo and SLT looks at the data for each year group for the four core subjects, Reading, Writing and Maths and Science, as well as foundation subjects. This data is used to monitor and evaluate the overall effectiveness of our school's provision including SEND.

During our recent Ofsted inspection, inspectors were pleased that pupils with special educational needs and/or disabilities make good progress in their learning. Inspectors observed teaching across the school and praised the support of all pupils, particularly those with additional needs, describing it as effective.

Our Ofsted report can be found here:

<https://reports.ofsted.gov.uk/provider/21/135270>

How will you help me to support my child's learning?

At Newton Leys Primary & Nursery School, we encourage parents to talk to staff informally or arrange more formal meetings with Class Teachers as needed to discuss their child's learning. The SENDCo will liaise with parents of those pupils with additional needs on a termly basis, or more frequently if required. Newton Leys Primary School & Nursery are keen to support parents in helping children continue their learning at home and share details of any strategies and interventions used in school with parents, so that parents can work towards the same goals at home with their child.

What arrangements are in place for involving SEND children in their own education?

The views of our SEND children at Newton Leys Primary & Nursery School are very important to us and class teachers make time during the school day when they can relax and provide opportunities for the children in their class to talk socially. This usually happens during morning break which is an extended period of time to enable this to happen.

We always involve any child with an EHCP in their annual review. What this will actually mean will vary according to the child's age and special educational needs. Participation can range from the child helping with the preparations, to attending the meet and greet / welcome part of the SEND review meeting, through to the child playing a full part in the entire SEND review meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be completed in school and at home, supported by the child's parents and an adult that has worked closely with them in school. These views will then be shared during the meeting.

Our Inclusion Manager, Lora Edmonds, is the Designated Teacher for Looked After Children (LAC). In order to support the needs of these pupils, the school liaises closely and seeks support from staff at the Virtual School.

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

Our SENDCo seeks advice from the Local Authority Specialist Teacher team each term. The SENDCo also actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEND.

The Local Authority School Nursing Team is able to support the school with referrals to additional services including Occupational Therapists and Speech and Language Therapists. Our SENDCo supports parents with referrals to community paediatricians and is able to provide written evidence for parents to detail any provision that a child is having at school. We welcome visits in school from outside professionals involving observations and discussions about individual children and actively use any strategies suggested to us to improve our provision.

The Local Offer is a directory of information that helps families to find and access support and, through getting families feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website: <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/specialeducational-needs/SEND-local-offer/further-information-on-the-SEND-local-offer>

The school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support pupils across other schools.

What training have the staff supporting children with SEND had or are having?

Our SENDCo, Miss Lora Edmonds, has completed the Post Graduate National Award for Special Educational Needs Co-ordination and takes advantage of relevant up-to-date training to support her role.

Our Class Teachers have collectively received training focusing on a range of different areas of SEND, including memory processing difficulties and speech and language development.

We have a team of teaching assistants who have received training focused on supporting a range of needs including; speech and language development, memory difficulties and autistic spectrum disorder.

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

At Newton Leys Primary & Nursery we aim for all pupils to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Newton Leys Primary & Nursery School to fully participate in activities outside of the classroom, including school trips. Risk assessments are carried out, where appropriate, and discussed with parents to ensure that, where possible, all pupils are able to participate in all activities. If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent may be asked to accompany their child.

Please note that the suitability of residential trips will depend on the individual child's needs. Attendance will be decided in discussion with the parent/carer, class teacher, SLT and governors. If it is decided that taking part in a residential trip is not in the best interests of the child due to health and safety or safeguarding requirements, an alternative activity will be offered.

All children are encouraged to take part in all school activities including sports day, school plays and whole school assemblies.

How accessible is the school environment?

Newton Leys Primary & Nursery School teaching areas are on two levels the upstairs can be accessed by a lift. The school has been designed to fulfil DDA requirements of a new build in 2016. There are ramps at the front of the school to allow easy access to the main school building. All doors are wide enough to admit a wheelchair.

There are a number of disabled toilets on both floors. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget.

How will the school prepare and support my child when they join Newton Leys Primary & Nursery School, transfer to a new school or move on to the next stage of their education?

For children that start Newton Leys Primary & Nursery, parents and carers are offered the following during the Summer Term before they begin in September:

1. A visit to Newton Leys Primary & Nursery to spend some time with pupils in their year group/ class. This visit may include sharing a playtime and lunch.
2. The opportunity of joining their year group/ class 2 weeks before the end of the summer term and academic year when all children move up to their new year group.
3. There may also be other organised events that vary year-to-year.

For pupils with any additional needs, the SENDCo and class teacher will also visit the pupil in their current school setting to enable conversations between staff and to meet the pupil.

For pupils that have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition Newton Leys Primary & Nursery. These meetings will involve Newton Leys Primary & Nursery School staff, staff from the current school and parents.

Additional visits can be organised if appropriate for any pupils so that they can become more familiar with Newton Leys Primary & Nursery and the staff before September if the child is not joining 2 weeks before the end of the summer term/ academic year.

Joining Newton Leys Primary & Nursery School at other times

When pupils join Newton Leys Primary & Nursery School in-year, the SENDCo always tries to ensure that they liaise with the child's previous school if the child has any additional needs. The SENDCo also aims to meet with the pupil's parents prior to them starting at Newton Leys Primary & Nursery if possible. This helps to ensure a smooth transition and helps the school prepare for the pupil starting Newton Leys Primary & Nursery.

For pupils who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place

for the child's transition into Newton Leys Primary & Nursery School. These meetings will involve Newton Leys Primary & Nursery staff, school staff from the pupil's previous setting and parents.

Moving to Secondary School

During the Summer Term before pupils move to Secondary School, the SENDCo will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held with the SENDCo of Newton Leys Primary & Nursery and the SENDCo of the pupils' new school to discuss the pupils' needs. These meetings may also involve the Class Teachers. For those pupils with an EHC Plan, the SENDCos from both schools will meet to discuss some additional transition visits for pupils as appropriate. Any Teaching Assistants that support the pupil at Newton Leys Primary & Nursery will also be involved in this transition process.

For those pupils transferring to other schools, the SENDCo will liaise with the SENDCo from these schools to organise an individual transition schedule as appropriate to the needs of the pupil.

How are the school's resources allocated and matched to children's Special Educational Needs?

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This money can be used for:

1. Providing specialist equipment to support a specific need
2. Providing additional intervention programmes to help a child learn and progress
3. Providing a Specialist Teaching Assistant to support individuals or small group
4. Providing any additional resources to support learning in any area

Who can I contact for more information about SEND at Newton Leys Primary & Nursery School?

The Class Teacher

Relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about your child's learning or progress, parents are initially encouraged to request a meeting with their child's Class Teacher. Further meetings can be arranged to discuss strategies and progress as required.

SENDCo (Special Educational Needs Coordinator): Miss Lora Edmonds

Further conversations between the SENDCo, the Class Teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCo is responsible for coordinating any additional support that your child may need.

Head Teacher: Miss Emma Donoghue

The Head Teacher oversees all areas of the school's provision. If appropriate, the Head Teacher will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet your child's needs.

SEND Governor: Mrs Esther Thorpe

Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).

Please follow the link below to our school website where you will find the following policies and procedures that you may wish to read:

1. Special Educational Needs and Disabilities (SEND) Policy
2. Behaviour Policy
3. Child Protection Policy
4. Teaching and Learning Policy

<http://www.newtonleysprimary.org>

If you wish to make a complaint about any aspect of the SEND provision at Newton Leys Primary & Nursery School, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school website by following the link above.

SEND report monitoring arrangements

This policy and information report will be reviewed annually by the Head Teacher and SENDCo. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents This

report links to our policies on:

- Accessibility plan
- Behaviour

- Equality information and objectives
- Supporting pupils with medical conditions