Newbrough Church of England Primary School

Special Educational Needs and Disability -SEND Information Report

Our school vision is 'Growing Well', drawing on the parable of the mustard seed in Matthew 13.31-32:

Our vision statement 'Growing Well' is the back drop for all we do in school. We believe every child in school is entitled to a high quality education to enable them to grow well. Every child is valued as an individual and their specific needs are addressed so they can experience all aspects of school life. We provide a full range of educational and pastoral support to all and our pupils with SEN make very good progress.

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What are the kinds of SEN that are provided for?	We provide support to children with a wide range of Special Educational Needs (SEN), including but not limited to: • Communication and interaction needs (e.g., Autism Spectrum Disorder) • Cognition and learning needs (e.g., dyslexia, global delay) • Social, emotional, and mental health needs • Sensory and/or physical needs (e.g., hearing impairments, motor difficulties)
What are the policies for identifying children and young people with SEN?	• Concerns raised by parents, carers, or staff • Tracking of pupil progress through assessments • Liaison with external agencies • Feedback from other educational settings or preschools

How do we consult with parents?	• Termly meetings to discuss Pupil Support Plans (PSPs) • Parent voice informing pupil passports and PSPs • Parent-teacher consultations, including parent evenings • If your child has an Education Health and Care Plan (EHCP), there will be an annual review meeting

How do we consult with young people with SEN?	• Including them in the development and review of their PSPs • Providing them with regular feedback on their progress • Encouraging them to set their own targets and reflect on their learning
How do we assess and review progress ?	• Data tracking and ongoing assessments • Regular meetings with parents to discuss PSP outcomes • Ongoing informal discussions and reviews of any additional interventions with both staff and parents • Annual reviews if your child has an EHCP
How do we support transitions and preparing for adulthood ?	• A transition program for moving between classes, including social stories, and several transition sessions • Offering a structured transition program for pupils moving to secondary or middle school • Planning for future aspirations, including higher education, employment, and independent living • For children with an EHCP, transition planning is done well in advance to ensure a smooth and supported move.
What are our teaching approaches for children with SEN?	• Adapting the curriculum to make learning accessible • Providing additional support where necessary, through both in-class and one-to-one support • Offering personalized interventions to support core skills
How do we adapt the curriculum and learning environment ?	Communication and Interaction • Speech and language therapy sessions • Small group sessions and one-to-one intervention, including Black Sheep Press and Word Aware approaches • Social skills programs and interventions • Peer support through talk partners • Pre-teaching vocab • STEM sentences • Comic strip conversations Sensory and Physical • Specialized resources and equipment (e.g., writing slopes, posture supports) • Support for physical needs, including physiotherapy programs • Individual care plans for medical needs • Staff trained in first aid, including the use of Epipens • Providing additional teaching space, including quiet areas for focused learning • Quiet workspaces and sensory aids e.g. ear defenders, fiddle toys, wobble cushions • Sensory circuits and 'heavy work' activities Social, Emotional and Mental Health • Positive behaviour management strategies • Lunchtime and playtime support from staff • Support for emotional and social development using program

	principles such as Relax Kids, Zones of Regulation

	• Social skills interventions, including social stories • PSHE including celebration of neurodiversity Cognition and learning needs • Modifying lessons to accommodate different learning styles and needs • Use of phonological awareness materials • Phonics – including catch up schemes: Little Wandle Catch Up • Spellcheckers and reading rulers • Targeted support in class and through individual sessions • Programs like 'First Class at Number' delivered by trained staff • Providing additional teaching space, including quiet areas for focused learning • Using resources like visual timetables, • Assistive technology e.g. touch typing, voice typing, iPads
How do we ensure expertise and training of staff?	• Regular specialized training in areas such as autism, dyslexia, speech and language, and behaviour management • Accessing support from external professionals like speech therapists and educational psychologists
How do we evaluate the effectiveness of SEN provision?	• Tracking the progress of children with SEN • Feedback from parents and staff • Regular reviews of the interventions and support plans in place. Support is adjusted as necessary.

How are children with SEN included in activities?	• Children with SEN are fully included in all school activities, including school trips, where appropriate support is in place. • Parents may sometimes be asked to accompany their child for additional support
How do we support children's emotional and social development?	• Offering pastoral support to listen to the views of pupils • Running programs that develop social skills and self-esteem such as Zones of Regulation and Relax Kids • Ensuring that all children feel safe and supported through anti-bullying strategies • Thrive approach to supporting behaviour
How do we involve external agencies?	We work closely with external bodies to support children with SEN including: • Health and social care services • Local authority support services • Voluntary sector organizations These agencies help us meet the individual needs of children and their families.
How do we handle complaints from parents?	If parents have concerns or complaints about the provision made for their child with SEN, we have a clear process in place for resolving issues. Please see our complaints policy: https://newbrough.eschools.co.uk/storage/secure_download/UzJad3BVbzNjVmxtZ0xiY2d1 U05RUT09

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