



Newbald Primary School

SEND Information

Our 'school offer' for children with Special Educational Needs and Disabilities.

What do we believe?

Can I get an idea of the school context?

Who can I contact at the school regarding SEND?

Who are the best people to talk to in school about my child's SEND?

How does the school identify and assess children with SEND?

How does the school evaluate how effective the provision is for children with SEND?

How does the school assess and review progress of children with SEND?

What are the different types of support on offer for children with SEND?

How will the school ensure all staff are aware and understand my child's SEND?

How will the school let me know if they have concerns about my child?

How is support allocated to children?

What expertise or specialist services are available at/to the school?

How are children supported during transitions? (when moving between classes/groups within the school, between key stages/to another school)

How is the school's physical environment accessible to children with SEND?

What facilities are available for children with SEND on the school site?

How is teaching adapted for a child with SEND?

What training have staff received to support children with SEND?

Are there any other policies available regarding children with SEND?

What support is available for parents/ carers of a child with SEND?



What do we believe?

During their time at Newbald Primary School, we aim for our children to develop inquisitive, curious and creative minds, in a safe, caring environment.

We recognise children as individuals with rights and obligations.

We strive to;

- ensure that all pupils have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual child's needs and ability
- ensure the identification of pupils special educational needs as early as possible
- ensure that ALL pupils are included fully and feel a valued part of the school community
- ensure that we work in partnership with parents/carers in order that we develop the best provision for their child
- ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision



Can I get an idea of the school context?

- We are a small mainstream primary school in the village of North Newbald. Our staff, governors and families work together to make our school a happy, welcoming place where all can thrive.
- We currently have 86 children from reception to year 6, as well as 22 nursery children.
- There are currently eleven children with Special Educational Needs (SEN) and a further sixteen children with Additional Needs (AN) at our school. Our school currently provides additional and/or different provision for a range of needs including communication and interaction, for example, speech and language difficulties; cognition and learning, for example, dyslexia; and social, emotional and mental health difficulties.
- We have three children with an Education, Health & Care Plan (EHC Plan).



Who can I contact at the school regarding SEND?

Who are the best people to talk to in school about my child's SEND?

	Special Educational Needs Coordinator (SENCO)	Special Educational Needs & Disabilities (SEND) Governor	Chair of Governors
Name	Miss Hayley Alcock	Mrs Hannah Daniel	Mrs Sally Wightman
Email Address	halcock@newbaldprimary.co.uk	admin@newbaldprimary.co.uk	chair@newbaldprimary.co.uk
Contact Number	01430 827612		
Address	Newbald Primary School , Beverley Road, North Newbald, York, East Yorkshire, YO43 4SQ		

Miss Alcock is the school's SENCO and is available to discuss any difficulties with learning or specific SEND. Class teachers are also available to discuss any concerns in the first instance. You may wish to contact our governors if you have a compliment, concern or complaint about the school.



How does the school identify and assess children with SEND?

Our children are assessed on entry to school in the form of baseline or teacher assessments. This is completed through observations undertaken by the teacher. The teacher will also take account of the views of parents/carers and information passed on from other settings. Through continuous teacher assessment and more formal termly assessments, children making less progress than expected will be identified and monitored. Teachers will provide interventions to accelerate progress. Should difficulties arise, we will talk to parents about concerns and any other factors which may be impacting on their child's progress. Where difficulties are persistent, with parental consent, we may also consult other agencies to provide specialist assessment, reports and support. Should an Additional Need (AN) or Special Education Need (SEN) be identified, an Individual Education Plan (IEP) known as a Termly Support Plan (TSP) will be designed to meet the need of the child.



How does the school evaluate how effective the provision is for children with SEND?

Our SENCO monitors the progress of all children with SEND and reports to governors annually on this progress. Monitoring will include observations of teaching and learning, discussions with children and parents, evaluating the effectiveness of interventions and considering how well Individual Education Plans (IEPs) are matched to learners' needs. We evaluate progress to establish the effectiveness of interventions and specialist provision. This is a continuous and responsive process, in order that we can continually develop and improve provision for our SEND children. In evaluating the success of the SEND policy and provision, we consider the views of teachers, parents, pupils and external professionals. When working in partnership we adopt the East Riding Co-Production Agreement. See Appendix A



How does the school assess and review progress of children with SEND?

Our children with SEND are assessed through teacher assessment termly and against targets set on their Individual Education Plans (IEPs), known as Termly Support Plans (TSP) at our school. Discussions at this time involving the class teacher, teaching assistants, the SENCO, parents/carers and, where appropriate the child, reviews needs and plans for ways forward. Based on these assessments and reviews we may continue to support a child's SEND, a child may require more support or they may make progress which means that they no longer require specific support.

Where a child has an Education Health Care Plan (EHCP), regular reviews take place which are carefully scheduled and pull together information from all agencies involved with the child. This ensures amendments can be made to ensure individual needs continue to be met.



What are the different types of support on offer for children with SEND?

Children identified with SEND will receive quality first teaching from their class teacher. This means that their teacher will ensure that the teaching and learning within the class is well planned to allow all children to learn and make progress. Where necessary, adapted work will be given to ensure engagement for all. Some children may require short intervention programmes to work on specific areas or to accelerate learning, or additional precision teaching through their class teacher or teaching assistant. This support will be discussed and reviewed with teaching staff, the SENCO, parents/carers and the child. In order to ensure that our provision is suitable and well matched to a child's need, we may decide to access support from specialist agencies (for example, Speech and Language Therapy Service or our linked Educational Psychologist). Some children may have an Education Health Care Plan (EHCP). If so, we will address the targets set to achieve good outcomes for the child's individual specific needs.



How will the school ensure all staff are aware and understand my child's SEND?

Our school is a small, friendly community in which we are lucky to be able to get to know all of our children well. Staff are informed of a child's SEND through their Individual Education Plan (IEP), or Termly Support Plan (TSP), which will be available in class. Staff may also be informed through discussions with the SENCO. The Dinner Supervisor will inform dinner staff as appropriate taking into account the sensitivity of some children's needs. As children transfer from one class to another, teachers discuss the needs of every child in their class. Teachers, teaching assistants and the SENCO are all involved in writing and assessing progress against the targets on the child's TSP in partnership with parents.



How will the school let me know if they have concerns about my child?

Your child's class teacher may ask to talk to you at any time if there are concerns. This would initially be to share an arising concern and to discuss possible ways forward. With your agreement they may wish to monitor progress closely or undertake assessments to try to establish whether there are any areas which may require support. If it is felt that your child has Additional Needs (AN) or Special Educational Needs (SEN) your child's class teacher and the SENCO will talk with you and develop a plan to support your child. Of course, should you have any concerns we encourage you to get in touch. Teachers are usually available at the end of every day. Alternatively you can contact the school to make an appointment. If your child has an Individual Education Plan (IEP), or Termly Support Plan (TSP), this will be reviewed and discussed with you termly, or earlier if necessary.



How is support allocated to children?

Each child receives support matched to their need.

This will vary across each day and throughout time in our school, as the level of support is directly related to each child's needs and circumstances.



What expertise or specialist services are available at/to the school?

Our staff have a a range of experience and expertise which they can call upon when working with children with SEND. In addition we access support from;

- Local Authority SEND Team
- School Nurse
- Educational Psychology Service
- Behaviour Support Team
- Speech and Language Therapy Service
- Sensory and Physical Teaching Service
- SEND Consultants

You can access the local offer to view a full list of local support by clicking on this link.





How are children supported during transitions?

(when moving between classes/groups within the school or between key stages/to another school)

Our school is a small, friendly community in which we are lucky to be able to get to know all of our children well. When children are new to our school we like to gather as much information as possible in order that we are able to fully provide for their needs. We organise home telephone discussions to meet our EYFS families, and liaise with the Local Authority SEND Team, other settings or previous schools attended in order to strive for a seamless transition. We hold a transition day each year in July so children can meet their new teacher and have the opportunity to talk about their new class and become familiar with their new surroundings. Class teachers and the SENCO will meet to plan any additional support which may be required for a child during these transitions. To ensure a smooth transfer to Secondary School we work closely with Secondary Staff and encourage extra transition visits for some children to enable them to feel more confident. We always meet to discuss individual children with SEND with the SENCO of the receiving school. Preparations are made with children to ensure transition is as smooth as possible.

We recognise that for some children transitions during the school day can pose a challenge. Where this is the case we will plan to support a child through their Individual Education Plan (IEP), or Termly Support Plan (TSP).



How is the school's physical environment accessible to children with SEND?

Newbald Primary School works hard to meet the physical needs of individual pupils. We ensure that equipment used is accessible to all pupils regardless of their need.

We have disabled/wheelchair access, disabled toilets and shower area.



What facilities are available for children with SEND on the school site?

Our SEND children have access to all of the facilities available at our school.

Where appropriate, we provide access to additional ICT resources to support the learning.



How is teaching adapted for a child with SEND?

All children will have access to quality first teaching. This means that their teacher will ensure that the teaching and learning within the class is well planned to allow all children to learn and make progress. Teaching will be adapted to meet the individual needs of children with SEND. Planning takes careful account of all children. Some children will be taught in small groups or access 1:1 support. This will vary across each day and throughout time related to each child's needs and circumstances.



What training have staff received to support children with SEND?

Miss Alcock, our SENCO, is undertaking the National Professional Qualification (NPQ) for SENCOs.

Mrs Drinnan, as a SEND assistant, holds the National Award for Special Educational Needs Coordination.

Mr Wilson, one of our teaching assistants, has undergone ELSA (Emotional Literacy Support Assistant) training and provides ELSA support where required.

Some of our teaching assistants have undertaken specialised training in areas of need or strategies/intervention programmes to support children with SEND. All staff have access to continual professional development relating to SEND should it be required to enable them to support our children. This has included training regarding positive behaviour management and developing a nurturing environment, specific literacy difficulties and dyslexia, precision teaching and supporting emotional well-being.



Are there any other policies available regarding children with SEND?

Below is a list of documents that are available on the school website that may also be useful. Please follow the links.

SEND Policy

ERYC Local SEND Offer

[Newbald Primary School - SEND](#)

Safeguarding Information

[Newbald Primary School - Safeguarding](#)

Accessibility Plan

Equality Information

Anti-bullying Policy

[Newbald Primary School - Policies & Guidance](#) (access the relevant policy from the list)

Health & Safety Policy available from the school office upon request



What support is available for parents/carers of a child with SEND?

The SENCO supports families and will attend multi-agency meetings when appropriate. We will put families in contact with agencies who can support families in particular need. The SENCO will meet parents on request to discuss concerns around a child and any support they may need.

Information on services to support parents/carers of children with SEND can also be found at the East Riding Local Offer website by following this link.





Appendix A

East Riding of Yorkshire Local Area Partnership Co-Production Agreement

"Co-Production is working together as equals to make positive change"
Making every family matter

THE FIVE PETALS OF CO-PRODUCTION:

VALUE AND INCLUDE EACH OTHER

- Everyone has something important to share.
- We will be kind, respectful, and trust each other.
 - We make decisions together.
- We have different ways for people to join meetings.
 - We invite families and people who might feel left out.



LISTEN AND COMMUNICATE

- We listen carefully to each other.
- We show that we care about what other people think and feel.
 - We make sure everyone feels okay to share their ideas.
- We use people's feedback to make things better.
- We share information in simple and clear ways.



SHARED ACCOUNTABILITY

- We are all responsible for the work and results.
- We make decisions together and share the job of making them happen.
 - We do what we say we will do.
- Help each other keep to shared values and goals.
 - Check together how things are going.



SAFE SPACE

- Create a space for all voices, especially the quieter ones to encourage all to share.
- Create a safe and welcoming space for open discussion.
 - Recognise that sharing experiences can be sensitive and sometimes difficult.
- Enable people to step back or take breaks if needed.



WORKING TOGETHER

- Promote one another and celebrate success.
- Recognise that co-production is relevant at all levels of decision making.
 - Encourage the participation of all.
 - Collaborate from the beginning.
- Be flexible and open to new ways of doing things.



Scan the QR code to visit the Local Offer website:
eastriding.gov.uk/local-offer/



EDUCATING

ENGAGING

CO-DESIGNING

PERSUASION

CONSULTATION

DOING WITH

DOING TO

DOING FOR AND CO-PRODUCING

East Riding of Yorkshire Local Area Partnership Co-Production Agreement

"Co-Production is working together as equals to make positive change"
Making every family matter

