

**SEND Information Report 2019**

A SEND information report will be produced annually to reflect changes and plans within the school. The report states the current provision at Newport C of E Junior School.

**What are the kinds of special educational needs for which provision is made at Newport C of E Junior School?**

Newport C of E Junior School is a fully inclusive mainstream junior school, situated within a market town, where we strive to support all children, regardless of their gender, ethnicity, sexual orientation, social background, religion, physical ability or educational need, to enable them to do the very best they can and to achieve at school. To do this we may support your child in a variety of ways. All pupils in school receive high quality teaching; this means that a range of teaching styles are used to suit learning styles and learning objectives are set for all children with a curriculum matched to their needs. Quality teaching is important for all children; however for some children additional support may be needed for them to reach their full potential.

The 2014 SEND Code of Practice outlines 4 areas of special educational need that include a range of difficulties and conditions:

* Communication and Interaction – for example, where children have speech, language and communication difficulties or autistic spectrum disorders which make it difficult for them to make sense of language to understand how to communicate effectively and appropriately with others.
* Cognition and Learning – for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy.
* Social, Emotional and Mental Health Difficulties – for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children’s learning or that have an impact on their health and wellbeing.
* Sensory and/or Physical Needs – for example, children with visual and/or hearing impairments or a physical need that means they must have additional on-going support and equipment.

At Newport C of E Junior School, we currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, may fall into more than one category. We have a wide range of provision in place to meet the needs of all children with SEND in our school.

**What are the school’s policies for the identification and assessment of pupils attending the school?**

When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them, including parents, and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies, within the classroom and around our school site. If you tell us that you think that your child has a special educational need we will discuss this with you and assess your child accordingly. Assessments will be carried out by the school using both ‘in house’ assessments’ and by requesting advice from outside agencies such as Educational Psychology, Speech Therapy, Occupational Therapy or Learning Support Advisory Team. We always share the findings with parents, and the next steps are planned and discussed to best support your child, with you. If teachers feel that your child has a special educational need, this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help your child achieve success. The staged approach to the identification and provision for children with SEND involves a graduated response from within school resources and the involvement of aforementioned outside agencies, if necessary. We follow the ‘Assess, Plan, Do, Review’ approach to identifying pupils with SEND as specified in the SEND Code of Practice.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

* Evidence obtained by teacher observation/assessment.
* Their performance judged against National Curriculum expectations.
* Pupil progress in relation to objectives for English and Maths.
* Standardised screening or assessment tools.
* Screening/diagnostic tools.
* Reports or observations, including those from outside agencies and Common Assessment Framework (CAF) meetings.
* Records from feeder schools.
* Information from families.

If a child has not made as much progress as hoped we (the teachers and teaching assistants) plan what we are going to do to support the child and to hopefully assist them in making greater progress. After a period of time, up to a term, we review how successful we have been and the progress the child has made. At this point it may be decided that no further support is needed or we may need to plan for further provision to be put in place. It may be necessary at this stage to consider placing the child on the SEND register as they have some form of special need that is creating a barrier to their learning. If it becomes apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, despite the high quality graduated approach, the school may feel it is necessary to request an Education, Health and Care Needs Assessment or support from the Inclusive School Forum for Additional Inclusion Funding.

**Assessment of pupils with SEND**

We believe that the best way to support your child is to work in partnership with you. Your child’s support will be planned by the class teacher and SENDCo; it will be differentiated to meet your child’s needs. Your child may be supported in class by one of the SEN Teaching Assistants or the Class Teaching Assistant. If a pupil has needs relating to more specific areas of their education, such as reading, maths, writing, speech and language or gross motor control, they may be taken out of the classroom for small focus group work or individual one to one work(through PLT, Cool Kid programme, Speech and Language, Semantics programmes, Beat Dyslexia etc..). This work may be led by a Teaching Assistant but monitored by the SENDCo and Inclusion coordinator. The length of time for the interventions may vary but you will be kept informed. These interventions are regularly reviewed by the SENDCo and Inclusion coordinator to ascertain the effectiveness of the provision. All interventions are recorded on the provision map and their impact recorded. Data of progress is recorded half termly for each intervention.

**What is the provision for pupils at Newport C of E Junior School and how is it evaluated?**

The SEND Code of Practice 2014 makes it clear that ‘all teachers are teachers of pupils with special educational needs’. All teachers at Newport C of E Junior School are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage and are accessing quality first teaching and focussed intervention and support. Children with SEND are entitled to be taught by their teacher not always by a Teaching Assistant (TA). When allocating additional TA support to children, our focus is on outcome, not hours. We aim to provide additional support to enable the child to reach their challenging targets, but without a learned dependence upon an adult.

Following pupil progress tracking by class teachers and SENDCo, they will decide which interventions are necessary to support the child and these will be linked to the targets on their individual provision maps and class maps. The school offers a wide range of intervention which TAs and Teachers are trained in. Some of these are bought in packages whilst others are bespoke interventions which have been designed to meet particular needs. During the interventions, TAs keep records of baseline assessments, observations and progress. The targets are then reviewed termly with parents. The quality of support offered through our intervention programmes is monitored through SLT learning walks/observations and the SENDCo also observes individual intervention groups over the year.

**What training do staff have in relation to the needs of pupils at Newport C of E Junior School?**

The SENDCo attends termly Local Authority briefings to keep up to date with any legislative changes in SEND.

All teaching and support staff access training through the Local Authority and those provided by outside agencies.

During 2018-19 staff have completed professional development in the following areas:

* Manual handling
* Problem solving in maths
* Maths interventions
* Autism
* Mindfulness
* Mental Health Awareness
* Diabetes awareness
* Epipen training
* Spelling strategies
* Timetables Rock Stars
* Supporting SEND planning and writing
* Developing vocabulary in writing

**How will equipment and facilities be provided to support pupils at Newport C of E Junior School? A**ny additional resources (above that already supplied by school) which children with SEND may require will be purchased as required. The school follows the advice of outside agencies such as Speech & Language and Occupational Therapy and other outside agancies to ensure that children’s needs are supported appropriately.