



SEND Information Report 2026

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, including the adaptation of procedures brought in over the past twelve months.

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 with a SEND provision resource, situated within a growing 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 SEND Code of Practice (Jan 2015) 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Health Difficulties – for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.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. We have opened a SEND provision resource classroom in September 2025, which supports children identified by the LA as meeting the criteria for the special SEND provision with in the Newport cluster area.

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 that have a proven history and by requesting advice from outside agencies such as Educational Psychology, Speech Therapy, Occupational Therapy or Learning Support Advisory Team, some of these have been done at a distance due to the changes in practice of some of the agencies we use. We always share the findings with parents, and the next steps are planned and discussed to best support the child. If teachers feel that the 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 a 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 afore mentioned 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 early help 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 assist them in making greater progress, this plan is then shared with parents through provision maps, the broad and balanced curriculum map and intervention letters that are sent home termly. 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 list, 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 a child is to work in partnership with the family. The child's support will be planned by the class teacher, with support from the SENDCo and Inclusion coordinator; it will be differentiated to meet the child's needs. The child may be supported in class by one of our Teaching Assistants. 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 Precision teaching, RWI, Literacy Pathways, Cool Kid programme, Speech and Language, Semantics programmes, Beat Dyslexia, Numbersense, Talkboost KS1 and Ks2, Beech's base social interaction group, Articulate (identified through SDQ scores), Talking Mats etc..). This work may be led by a Teaching Assistant but monitored by the SENDCo and Inclusion coordinators. The length of time for the interventions may vary but parents 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 and fed back to the teachers. Individual provision maps are written for each child with SEND support and EHCPs termly and interventions reviewed at least termly (some half termly) to best support our children. The board and balanced curriculum maps are sent out termly to share with the parents how their child is supported in all areas of the curriculum as the provision map targets may be more English and maths based.

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

The SEND Code of Practice 2015 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 and Inclusion Managers, 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, SENDCo and Inclusion coordinator, they will decide which interventions are necessary to support the child and these will be linked to the targets on their individual provision 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 of pupils by outside agencies and are evidence based. During the interventions, TAs keep records of baseline assessments, observations and progress. The targets are then reviewed termly, and parents are given the opportunity to contribute. The quality of support offered through our intervention programmes is monitored through data drops, SLT learning walks/observations and the SENDCo also observes individual intervention groups over the year.

We use a three tier approach to classify educational needs that are additional to, or different from everyday classroom provision.

Wave 1 – This type of support will happen in the classroom. Teachers or TAs will focus on a particular child or group of children in order to achieve specific targets

Wave 2 – This type of support will happen in addition to lessons taught in class. This is support for children who need a little extra help to access the curriculum fully. These will be short term interventions.

Wave 3 – This is additional support for those children who despite wave 2 intervention require further support or those children who have specific needs that require a greater level of support. This can be 1:1 support based on an individual programme developed for that child to achieve highly differentiated and focussed targets. These targets will sometimes be set with support from external agencies.

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. We have worked closely with outside agencies to offer reflective training for staff including specific support from the Educational psychologist on autism and learning behaviours as well sort advice and support. We have also accessed specific training for staff from a speech and language specialist. All of this CPD included the parents involved to ensure a holistic understanding was gained by school.

During 2025 -26 staff have completed professional development in the following areas:

- Part of the PINS project second year (partnership in inclusivity of Neurodiversity in schools). This included Neurodiveristy training and best practice, Environmental audits – calming support/areas, Zones of regulation updates, Relational policy, Parental engagement – PCF training, DLD. Autism awareness training.
- Mental Health Awareness
- Cool kids update for TAs
- Sensory Gym and ASD update
- Literacy pathways delivered to all TAs
- Safeguarding, including prevent training, Crisis intervention updates
- Outreach support
- Crisis intervention training
- Calm classrooms training
- Talking Mats
- SALT training specific to identified children
- Telford and Wrekin new special school assessment document training.
- Maths mastery approaches for all - MathsHub

How will equipment and facilities be provided to support pupils at Newport C of E Junior School?

Any 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 agencies to ensure that children's needs are supported appropriately.

Facilities

We are fortunate to have a variety of school buildings from different periods in time. Our main school building has a level floor which is wheel chair accessible for pupils and parents due to wide corridors, appropriate width door openings, automatic release fire doors enabling independent access around the building.

Disabled toilets are located in the main corridor including shower facilities (including Argeo bed) and hoist. There is a second disabled toilet in the new part of the building behind the hall.

Outdoor areas (field, small yard and large yard) are accessible for all. All classes are fitted with window blinds and carpets to improve access for children with sensory needs. We have our own small swimming pool which is used by all classes, as well as specific times for quieter swims where children will be invited to attend.

The SEND provision resource is based in the bungalow within the school grounds. It is a self-contained unit with security fencing, outdoor play area, disabled facilities, sensory room, work area and kitchen facilities. Children have access to the rest of the school facilities throughout the day.

What other opportunities are available to children with SEND?

We are an inclusive school where every child is valued as an individual. We believe in equality and that every child should be offered the opportunity to participate in all activities we offer as part of the curriculum or as an extracurricular club. We make reasonable adjustments to allow the child to participate fully in the activity including residential trips, day trips and sporting events. We have

student representatives on school council, Guardians of Safety, librarians, Global avengers and in all clubs.

What are the arrangements for consulting parents of children/young people at Newport C of E Junior School and involving them in the education of their child?

We consider home school links to be vital for a child's ability and to thrive and make progress. Parents are able to speak to staff before school through the office and at the end of the school day on the school yard. Parents of pupils with SEND are invited to meetings at least once a term to review progress and set targets. Further appointments can be made with the class teacher, Teaching Assistant, Inclusion Manager or SENDCo when required. There are also regular parent events throughout the year which parents are invited to. The meetings this year have been over the phone, through email or in person. Similarly to last year, we have offered a parent meeting in the summer term involving the SENCO, current teacher and next year's teacher, to allow parents the opportunity to talk to both and be part of the transition process. We have had numerous meetings with the parents from the Den (at Newport Infants School) to ensure they are able to fully prepare their children to our Bungalow in September. This has included extra visits, the Den teaching lessons on site, parents meetings, our staff attending Early bird training with parents from the Den.

This year we have been very lucky to have worked with Kooth, who have offered online resources to our year 6 classes. SEND coffee mornings have been held every term with a focus discussion or special visitor to talk with the parents, this year we held a session with the Learning support Advisory Teacher and with a representative of Family Hubs who hold regular meetings within Newport.

What are the arrangements for consulting young people at Newport C of E Junior School about, and involving them in their education?

At Newport Junior School we want our children to make a positive contribution to our school and local community so seeking their views is important to us. We view communication and social skills as vital to future success.

We have a well-established and enthusiastic School Council who are voted into their roles by their peers. The School Council normally meet regularly and have a huge part in events, initiatives and changes taking place at school. We also have Guardians of Safety, Global avengers and Worship leaders which have a huge involvement in events in school, worship elements of school life and shared vision for the school.

SEND pupils are able to share their views on their provision map outcomes termly and are given the opportunity to give their views either at meetings or to have them gathered beforehand to share. The assessment and annual review process of EHC Plans includes the choices and views of pupils.

Pupil Voice

All pupils are actively involved in making decisions as learners and making choices about the contexts for their learning experiences. Throughout the year there are regular opportunities for pupils to have their say about school life. Subject co-ordinators use pupil voice reviews to assess the impact in their subject areas, SEND children have been a specific focus this year.

What are the arrangements made by the Governing Body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Newport C of E Junior School?

The Governing Body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the Headteacher, SENDCo and Link Governor at the strategic Governor meeting and Full Governing Body meeting. If parents are unsure of the support their child is receiving, in the first instance they should discuss this with the class teacher. If the issue is not resolved it may be necessary to speak to the SENDCo,

Inclusion coordinators, Deputy Headteacher or the Headteacher or as a last resort the local Authority.

The process for all complaints is made available on the school website.

What support is in place for improving social and emotional development?

We are an inclusive school, who believe all children should be valued and cared for. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. All of our vulnerable pupils are known to staff.

Staff are always available and willing to provide pastoral support for all children including those with SEND. As a school, we do not tolerate bullying and any concerns regarding behavioural issues including bullying are recorded and acted upon. We use Calming Brain resources, engaging in regular mindfulness activities throughout the day. We support children with emotional support using mentoring, BST, EWO, our nurture lead and family support workers, as well as the work with the class teacher and TAs in the room. We signpost family to appropriate agencies as required.

All children are encouraged to participate fully in the life of the school. Staff are contactable by parents through a phone call, email or on the playground at the end of the day. New event story books have been created this year to help children to understand that they might find the world a scary place sometimes but school is safe. These have been shared with all families and are available in every classroom.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Newport Junior School and in supporting their families?

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School; others have different lines of management as can be seen below.

Classroom staff are employed directly by the school. This includes teachers, HLTAs, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS team and Physiotherapists are employees of Shropshire Community Health Trust. We do have Occupational Therapists and Speech and Language Therapists who are employed privately with specific children as stated on their individual EHCP paperwork. All these professionals work within school training staff, advising staff, working with children and young people.

The Sensory Inclusion Service staff – advisory teachers - are employed by the Local Authority, not the school, and are within the Children Specialist Services team. They provide staff training and advice on individual children's needs. Educational Psychologists and Learning Support Advisory teachers are employed by the local authority and work with individuals or groups, offering assessments, advice and support.

What are the school's arrangements for supporting pupils/students in transferring between phases of education?

Induction is important to us, and we invest time in welcoming new children and their families to our school.

All transitions are well planned for throughout school as children and students move from class to class. Information will be passed on to the new class teacher and Individual provision Maps will be shared with the new teacher, pupil and family. We hold meetings between the existing teacher and next year's at the end of the summer term.

If children are new to our school/join from another setting, parents will be invited to look around the school and meet staff. This year the children from the infants school were invited to visit school to see the site and meet some of the staff. The school contacts the Infants school or other schools the child has attended to gather information about their needs. Contact will also be made with any

specialist services as necessary. New event story books are created for children who need the support to introduce new members of staff, areas of the school and times of the day, so parents can share these with children before they start as a reminder of what NJS is like.

In September 2025, we opened our SEND provision (The Bungalow) for a group of children, who have been identified against a set criterion by the LA, to attend. There have been extra visits to us, staff visits to the children in the Den, lessons taught on our site, parents visits, staff attending Early bird training with parents and meeting with the LA to offer as much information and support as possible. This offer has been extended to the families and children due to attend in September 2026, who have already been on extra visits to the Junior school in Spring term.

Pupils moving to new settings are supported by making opportunities for them to visit the new setting. Where appropriate, a transition plan will be developed in partnership with parents, the child and staff to ensure the child enjoys a smooth move to their new setting. In some cases, children may be provided with a sensory profile containing photographs and important information to be shared with the child to help them settle quickly. When a child moves school, the SENDCo will ensure all relevant information is passed on and will communicate with the SENDCo of the new school to discuss the child's needs.

In a similar way staff work closely with local secondary schools to develop transition programmes to support children and their families as they move on to KS3. This year a two day transition experience has been offered to all the children. Some children have been offered further visits. Staff from the local secondary school have been able to visit and speak to the children about next year and answer questions. Our SENDCo has met with the Transition staff from the Secondary School to ensure accurate information is shared to help ensure a smooth transition to secondary school.

Who is responsible for SEND?

All teachers are teachers of SEND pupils in our school.

Headteacher: Mrs Nicola Moody

SENDCo: Mrs Jane Kerr

Inclusion Manager: Mrs Megan Wheat

SEND Governor: Mrs Claire Bowen

Local SEND website: <https://www.telfordsend.org.uk>