

Newby Primary School: SEN Information Report

This report fulfils the requirements set out in section 69(2) of the Children and Families Act 2014, regulation 51, and schedule 1 of the Special Educational Needs and Disability Regulations 2014

Commonly Asked Questions	Answers
What kinds of Special Needs do we cater for?	<p>We cater for a wide range of needs. These include Communication and Interaction (for example, speech/language delay, autism); Cognition and Learning (for example, Moderate Learning Difficulties, dyslexia); Social, mental and emotional health (for example, ADHD); Sensory and/or physical (for example, physical or medical conditions, visual or hearing impairment).</p> <p>We are not however resourced as a designated unit for any specific type of need.</p>
How do we identify and assess SEN?	<p>If a child has special needs this may already have been identified by parents, health or other services. Learning and social needs could emerge or become more evident in a school context.</p> <p>All children are closely monitored and if they are not making expected progress interventions are put in place (see: School Offer). If problems persist over time - despite good teaching and appropriate support – a child is likely to be assessed as having SEN.</p>
How do we evaluate the effectiveness of provision?	<p>Classroom support and provision is monitored by school leaders and curriculum specialists as an integral part of quality assurance.</p> <p>Differentiation and effective support for children with difficulties is an important element of this.</p> <p>On a school level, data concerning the progress of different groups with SEN is kept under review, and the SENCO is accountable to Governors for the effectiveness of provision.</p>
How do we assess and review progress?	<p>All children identified as having special needs have their progress monitored by the SENCO. Performance in reading, writing and maths is tracked using CASPA (Comparison and Analysis of Special Pupil Attainment).</p>
What is our approach to teaching children with SEN?	<p>Teachers plan lessons which take into account the differing needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help.</p>

	A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis.
How do we adapt the curriculum and the learning environment?	Sometimes a child may have to work on targets normally associated with a younger year group. Sometimes, targets have to be broken down into very small steps, with repetition to allow them to become secure with an idea. The school environment as a whole is reviewed as part of our Disability Access planning. All policies are written and reviewed with a commitment to promote equalities, including the interests of those with a disability or learning difficulty.
What additional support is available?	This is covered fully in the School Offer.
What extra-curricular activities are available to children with SEN?	All extra-curricular activities are open to children with SEN and reasonable adjustments will always be made to help them to participate.
What support is available for improving emotional and social development?	The school takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils. Occasionally, a child needs an Individual Behaviour Plan. We work closely and co-operatively with parents to address issues. Work in class
Who is the SENCO?	The SENCO is Mr Gareth Baterip, Assistant Headteacher. He may be contacted on 01274 772208, or by email at gareth.baterip@newby.bradford.sch.uk
How does the school train staff and secure specialist expertise?	Training in SEN forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff or groups of staff is provided according to identified individual need. Circumstances include the SENCO's need to keep up-to-date with local and national developments; a classteacher's need for in-depth knowledge to assist a child in their class with unusual or complex barriers to learning; or Learning Assistants' needs to be instructed in delivering intervention strategies. The SENCO acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEN Support Services, CAMHS, School Health, Schools Psychological Service, Child Development Centre, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups.

<p>How are facilities and equipment obtained?</p>	<p>Facilities are developed through capital development and access plans. The commitment to make provision for all needs and disabilities is integral to the planning processes. Equipment is ordered according to identified need and as recommended by support services. In almost all cases it is acquired through school funding. Occasionally some items of highly specialist equipment are received on loan from the support service involved.</p>
<p>How are parents consulted and involved?</p>	<p>We believe strongly in working together with parents. Parents are told about their child's progress and we try work out ways we can co-ordinate our efforts to help every child to overcome barriers and achieve. Views and agreed roles are recorded when individual plans are updated. Informed parental consent is obtained before referral to any outside agency. Parents are central in the process of developing, reviewing and maintaining Education Health Care Plans. Parents are welcome to discuss concerns at any time, initially with the teacher but also with the SENCO.</p>
<p>How are children consulted and involved?</p>	<p>As part of additional assessment by the SENCO, and to inform individual plans, children are asked about their feelings about school, what they like, what they find hard, and how they think they could be helped. Views are sought and recorded more formally within the EHCP process and in formulating Personal Education Plans. They are involved in their own Behaviour Plans, and are expected to sign any individual behaviour contract. They may be asked to explain their behaviour to peers on the School Council. The School Council also represents pupils' opinions and wishes. Disability is a standing item on the School Council agenda.</p>
<p>How do we deal with complaints about SEN provision?</p>	<p>Most complaints are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SENCO and then the Headteacher. Beyond this, a complaint may be taken to the Governing Body and Bradford Education. The Senior SEN Officer with responsibility for Newby is Jan Harthill – jan.hartill@bradford.gov.uk</p>

	<p>Any parent wanting independent support to put their case is welcome to use the services of the Parent Partnership (see below).</p> <p>For further information, see https://www.gov.uk/complain-about-school</p>
How are other services and organisations involved in helping to meet the needs of SEN pupils?	<p>Services can become involved by school referral , referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission.</p> <p>The support given may be assessment, advice, or direct input.</p>
Are there any support services available to the parents of children with SEN?	<p>Yes. There are many local and national organisations who can offer support and advice, including some charities and voluntary bodies.</p> <p>A good place to start is the Bradford SEND Information advice and support, whose website can be found at http://www.barnardos.org.uk/bradford-sendiass/information-advice-and-support.htm (phone: 01274 513300).</p> <p>The SENCO is available to help parents locate organisations that can offer more specialist advice.</p>
What does the school do to support pupil transition?	<p>Parents of children with SEN are able to seek advice on secondary school transition from an external, independent advisor who visits school every year before application forms are submitted. Where a child has complex needs, Newby staff can accompany the child and parents on pre-application visits to consider provision and preferences.</p> <p>We hold transition meetings with secondary school staff to transfer information and promote continuity of provision. This includes SEN liaison. Additional pre-transfer visits and familiarisation can be arranged for pupils with special needs.</p>
Where can the local authority's Local Offer be found?	<p>See: Bradford Schools website: https://localoffer.bradford.gov.uk/</p>
Is there a different admissions process for a child with special needs or a disability?	<p>All admissions are in accord with Bradford's Admission's policy. If a child has an Education, Health and Care Plan the local authority consults with schools and parents before agreeing a placement. If a child has significant needs but no EHCP, the standard admissions process applies. Successful integration often depends on meticulous planning, so in either case we welcome early contact from parents so that we</p>

	<p>can discuss needs, and anticipate and plan to overcome any potential barriers before the child arrives in school.</p>
<p>What steps does the school take to prevent pupils with DSEN being treated less favourably than other pupils?</p>	<p>Measures taken include everything described in this report, and more.</p> <p>Fundamentally, the key protective factor is the awareness of all members of the school community that equal rights and opportunities matter, and their readiness to adopt 'can do' attitudes.</p> <p>All school policies are reviewed in a way that specifically recognises and addresses the needs of different groups and individuals.</p>
<p>Can pupils with DSEN access all parts of the school?</p>	<p>Nearly. Although sloping and with steps in places, there are ramps and ways round the full exterior of school. Inside, there is only one room on an upper level which is not wheelchair accessible. This is used for small teaching groups, cooking and IT. It is possible for all these activities to occur elsewhere to enable all children to participate.</p> <p>There is an Accessibility Plan published elsewhere on this website.</p>