



## **SEN Information Report**

Headteacher: Baz Duffy

SENco and Inclusion Lead: Charlotte Smart

### **School Ethos**

At Newhall Primary Academy and Nursery we recognise that education involves children, parents, staff, governors, the community and the Reach2 Academy Trust. Everyone works closely together to support the process of learning. Working in partnership, we aim to provide a supportive, positive, caring and safe environment. We have high expectations and we value all members of the school community.

Special Educational Needs at Newhall are identified under the four broad areas (As identified by the SEN Code of Practice):

- Communication and interaction
- Social, emotional and mental health difficulties
- Cognition and learning
- Physical and/or sensory

All pupils have the right to First Quality Teaching (FQT). If this is not enough to secure good progress, pupils move to Stage 1 (monitor) where a meeting is held between staff and parents to decide the next steps, the child may need to move to Stage 2 where termly (or more frequent) One Plan meetings are held to set and review targets for the child. If this still does not secure good progress, then the child may move to Stage 3 where an EHCP may be sought.

## **Support offered**

At any time, according to need, a combination of any of the following strategies may be in place:

### **Social skills programmes/support, including strategies to enhance self esteem**

- After school clubs
- Pupil Leadership responsibilities e.g. class monitors, play leaders, school council
- Special Assemblies e.g. Remembrance, Christmas
- Recognition Assemblies – Star of the Week, Value of the week awards
- Gym trail
- Lego Therapy
- Ginger Bear
- Talkabout
- Well-being checks by staff

### **Access to a supportive environment – IT facilities/equipment/resources**

- Laptops and iPads available
- All classrooms have Promethean Boards
- Writing slopes, pencil grips
- Talking clipboards
- Finger gym to support fine motor skills
- Range of differentiated PE equipment to support gross motor skills
- ‘Move n sit’ cushion to support posture
- Colour filter overlays
- Slopes into school for disabled access and lift to second floor
- Disabled Access toilets
- Headphones for children with sensory sensitivities
- Oasis room for therapy, support and counselling

### **Strategies/programmes to support speech and language**

- ‘WellComm’ screening tool for EYFS, KS1 and KS2 with ‘The Big Book of Ideas’
- Link speech and language therapist
- Use of talk partners
- Pre-teaching of vocabulary
- Use of visual timetables (same visuals across the school and used on curriculum books)
- Speech and language books, games and activities
- Visual aids to support understanding
- ‘Communicate in Print’ program to produce visual aids to support children with Speech & Language difficulties
- Duplo/Lego therapy
- Some staff trained to use Visual Coding
- Some staff trained to use PECS

### **Access to strategies/programmes to support occupational therapy/physiotherapy needs**

- Writing slopes, pencil grips
- Gym trail programme to support gross motor skills (run by a trained member of staff)
- Class-based games, activities and programmes to support fine and gross motor skills
- Handwriting as part of phonics lessons

### **Strategies to reduce anxiety/promote emotional well-being (including communication with parents)**

- Links and referrals to local mental health services according to need (CAMHS, Educational Psychologist, YCT Counselling)
- Staff on duty at the beginning and end of the school day to facilitate parental access
- Staff available after school to meet with parents if necessary
- Meet the teacher and Parent Consultation Evenings
- Zones of Regulation used in all classrooms
- Jigsaw PSHE programme
- CBT resources available (Think Good, Feel Good)
- Comforters (worry monsters, 'hug toys', fiddle toys) available
- Class Dojo – mindfulness sessions
- Sensory room to provide input and stimulation

### **Strategies to support/develop literacy**

- RWI programme used
- English lessons throughout the school
- Accelerated Reader programme from finishing the RWI programme and Y2 onwards
- RWI 1:1 coaching
- Precision teaching
- 1:1 reading support for selected children
- Word banks/topic word walls to support children every day in class
- Teachers/LSAs supporting small groups during Literacy lessons
- IDL programme to support literacy and numeracy

### **Strategies to support/develop numeracy**

- Numicon breaking barriers intervention for KS1
- Use of a variety of resources to ensure a practical approach to maths
- Teachers/LSAs supporting small groups during maths lessons
- Precision Teaching
- IDL programme to support literacy and numeracy

### **Strategies to support/modify behaviour**

- Lunchtime observations/monitoring of specific children
- Individual and group awards for positive behaviour
- Individual behaviour plan (consistent management plans) agreements and awards systems where appropriate
- Use of de-escalation techniques
- Social skills groups/mentoring sessions
- Weekly awards for each class

- Consistent school-wide reinforcement and praise of expected behaviour
- Encouraging regular attendance – assemblies, praise and recognition
- Therapeutic approach to behaviour management
- Behaviour linked to school values

### **Provision to facilitate/support independent learning and access to the curriculum**

- Classroom support from LSA/Class Teacher, either 1:1, small group or hover support as appropriate
- Adapted learning activities in all classes
- Pre-teaching of vocabulary
- Use of working walls to support children in independent activities
- Use of success criteria/steps to success to enable children to evaluate their learning
- Peer support

### **Support during lunchtimes**

- Staff available who are First Aid and Epipen trained
- Mid-day assistants
- Discreet observations

### **Planning and assessment**

- Standardised tests used (NTS)
- Termly assessments to inform planning
- EYFS Profile – half termly updates
- Phonics Screening Check Y1/2
- SATs in Y2 and Y6
- One Planning (with individual children's outcomes agreed) and One Page Profiles
- Screening tests to identify areas of difficulty
- Interventions planned where needed for individual or small groups of children
- WellComm screening used from nursery (Bluebell room) upwards

### **Communication with parents**

- Parents' Consultation Evenings
- School website
- Facebook
- Twitter (now known as 'X')
- Open day invitation to parents to visit their child's classroom to look at their work
- Parent tours, coffee mornings and nursery visits for Reception starters
- Discussions held with parents both before implementation of interventions and progress updates
- Termly One Plan meetings with parents and professionals if appropriate
- Annual reviews of EHCPs
- Summer end of term reports for parents
- Immediate discussions with parents if problems arise
- Surveys of parents' views
- Tapestry online learning journey for Reception and nursery

### **Access to outside agencies**

- Educational Psychology Service;
- Inclusion Partner
- Speech and Language Services (SaLT);
- School nurse;
- CAMHS;
- Paediatricians;
- Other school and academy SENCos (who meet to ensure continuity of provision/approach).

### **Medical interventions**

- School is fully compliant with DfE and REAch2 guidance
- Care plans set up in conjunction with school nurse where appropriate
- First Aid trained staff
- Specialist training provided to members of staff so support pupils who have significant medical needs (allergies requiring potential use of epipen, epilepsy, asthma)
- Medical information, including allergy information is available to all staff

### **Preparing children for change (e.g. joining their next setting)**

- Staff work closely with local pre-schools and nurseries to ensure smooth transition to Reception
- Home visits
- Whole school parent tours, coffee mornings
- Home visits for Reception starters
- Transition talks between teachers
- Transition / meet my new teacher session
- Year 6 to Year 7 transition activities, talks and visits
- Year 5 'Taster Day' to secondary school – additional visits are arranged where necessary
- Whole school PSHE targeted lessons on how to cope with change

### **Examples of some extra-curricular opportunities:**

- Kung-Fu
- Performing Arts
- Multi Sports
- Piano Lessons
- Toots Lessons
- Computer Explorers Club

### **Support for pupils who are Gifted and Talented**

- Clear task adaptation to challenge more able children
- Opportunities for able children to take part in sports and maths competitions

### **Staff expertise**

- Gym Trail

- Attention Autism
- Ginger Bear
- Talkabout
- Visual Coding
- Lego Therapy
- Speech and Language, e.g. WellComm
- Phonics support
- Maths intervention training
- RWI training
- Severe and persistent literacy difficulties training

**Local authority offer on Special Educational Needs services**

- Essex Education Authority's Local Offer of SEN can be found at:

<https://send.essex.gov.uk/>

**Reviewed annually**

**Updated September 2024**