

Special educational needs (SEN) information report

Newfield Primary School



Approved by: Governing Board

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia,
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator (SENDCO)

Our SENDCO is Myranda Devonish.

She has two years' experience in this role. She is a qualified teacher and is working towards achieving the National Award in Special Educational Needs Co-ordination. Ms Devonish has undertaken *SCERTS* training and is in the process of completing *The Thrive Approach* training. She is trained in youth mental health first aid and is a qualified ELSA.

Ms Devonish co-chairs the board of governors and is the SEND link governor at a separate Brent primary school.

Ms Devonish is allocated 3 days a week to manage SEND provision.

Class teachers and TAs

All of our teachers and TAs are trained to work with children with SEN. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or courses offered by the LEA, provision of books or guidance towards useful websites. Some of our TAs have speech and language training which helps them to support children with communication difficulties. Others have expertise and training in other areas or specific interventions such as communication keys, NELI and bucket therapy. We also have five trained ELSAs and two autism champions, . The school is also able to access additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Teaching assistants will support pupils on a 1:1 basis when it is stipulated in a child's EHCP or if it is felt this is needed to ensure learning objectives are fulfilled effectively.

Similarly, teaching assistants will support pupils in small groups when it is stipulated in a child's EHCP or if it is felt this is needed to ensure learning objectives are fulfilled effectively.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Brent Vision Impairment Service (BVIS)
- Brent Outreach Autism Team (BOAT)
- Brent Educational Psychology Service
- Unlocking Potential (UP)
- All Child
- Brent Family Solutions
- The Rise Partnership
- Brent Inclusion Team
- Great Ormand Street Hospital
- Wellbeing and Emotional Support Team (WEST)
- Intervention First Team (IFT)

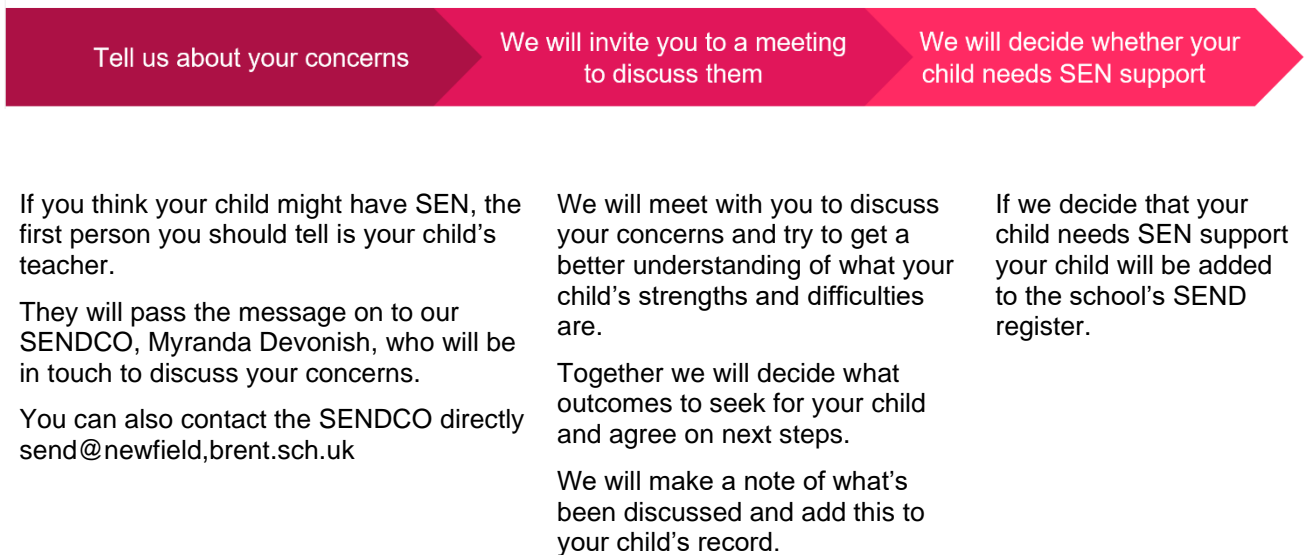
Some of the external training staff have done includes:

- Understanding Autism, Aspergers and ADHD
- Pupils with complex ASD needs in the mainstream classroom
- Raising Literacy Skills in Autistic Pupils in Primary Settings
- Autism Champions Training
- Understanding Pathological Demand Avoidance
- Understanding Sensory Processing and Autism
- Autism and Girls
- Understanding Neurodiversity
- Social Writing
- Cygnet and Cygnet Plus facilitator training
- SaLT communication keys for the classroom
- SaLT developmental language disorder
- SaLT colourful sentences
- SaLT selective mutism
- SaLT lego therapy
- SaLT bucket therapy
- Colourful semantics
- Anna Freud mental health and wellbeing training
- Emotional Literacy Support Assistant Training
- Understanding and Managing Distressed Behaviour
- Managing Anxiety and Mental Health
- Thrive Removing Barriers To learning
- Understanding and Supporting Students with Dyslexia in Education
- Introduction & Application to the SCERTS Model

- Lego therapy

3. What should I do if I think my child has SEN?

Parents or carers should inform the school if they have any concerns about their child's progress or development.



4. How will the school know if my child needs SEN support?

All of our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

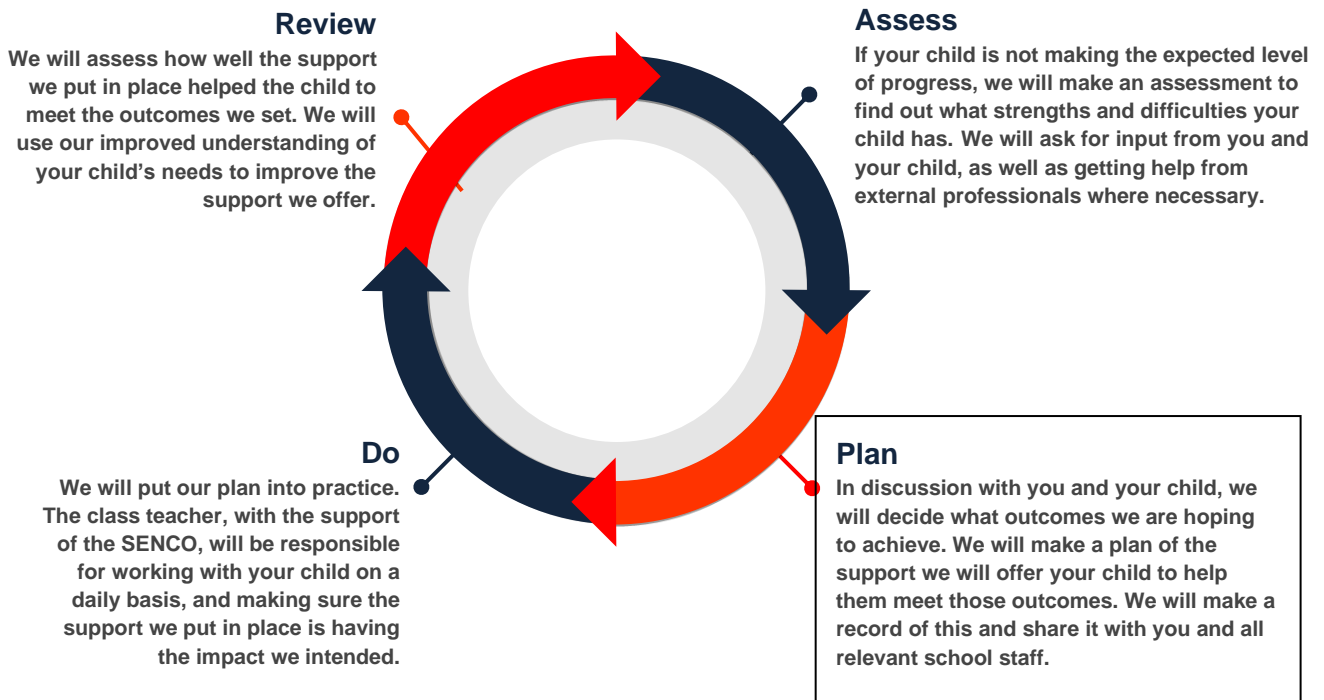
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress.

Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when appropriate
- Teaching assistants will support pupils in small groups when appropriate

We may also provide the following interventions:

- Speech and language therapy
- Colourful Semantics
- ELSA
- Thrive
- Lego therapy
- Occupational therapy

- STAT programme
- Play buddy/ structured play
- Social Inclusion groups
- Gardening club
- Emotional regulation (Zones of Regulation)
- Daily Supported Reading
- Precision Teaching
- Working memory

For more information please refer to our accessibility plan [here](#).

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories External agency advice Pen portrait Zones of regulation Cubbie Cygnet/ Cygner Plus (parent workshop)
	Speech and language difficulties	Speech and language therapy Widgit Online Word banks
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured Overlay Barington Stoke Dictionary Task planner External agency advice Pen reader
	Moderate learning difficulties	Task planner Word banks External agency advice
Social, emotional and mental health	ADHD, ADD	Quiet workstation Regular movement breaks Cubbie

	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Art therapy/ counselling Cubbie
	Visual impairment	Uncluttered classroom displays Laptops External agency advice Larger print
	Sensory Processing Disorder	Sensory integration Cubbie
	Physical impairment	External agency advice

These interventions are part of our contribution to Brent's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? How does the school support pupils with disabilities?

We have taken several steps to prevent disabled pupils from being treated less favorably than other pupils.

For more information please refer to our accessibility plan [here](#).

The Governing Body believes that admissions criteria should not discriminate against pupils with SEND, and has due regard for the general presumption in law of mainstream education for children with SEND, secured by the Children and Families Act 2014 and referred to within the new SEND Code of Practice, in that:

"Where a child Has SEN but does not have an EHC Plan they must be educated in a mainstream setting except under specific circumstances" CoP 1:27

Where a child has a particular need, e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met.

The school provides access for physically disabled pupils, by means of special toilet facilities and ramps.

If a child is transferring into the school with an Educational Health Care Plan (EHCP), the continuation of this support will be negotiated with the Local Authority to ensure their needs can be met (See Accessibility Plan).

Applications for children with an Education, Health and Care Plan (EHCP) are made by Local Authority SEN teams. The placement of such children is made after a process of consultation between parents, the school and the Local Authority. Children with an EHCP receive priority over others for admission to the school named on their EHCP. An EHCP is a plan made by the Local Authority under Section 37 of the Children and Families Act 2014 specifying the special education provision required for that child.

As pupils on the SEND Register progress to secondary school the SENDCO and class teacher will liaise with the various receiving schools. This will include inviting the SENDCO from the Secondary schools to Year 6 Annual Reviews and arrange visits for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with EHCPs.

If it is known that a child due to join our school has SEND needs, the SENDCO will contact the current setting and arrange a transition meeting to observe and meet the child and parents in order to obtain important information about the child's needs where possible.

13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of structured play groups, football and gardening club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We have five trained ELSAs who support pupils who need extra support with social or emotional development
- We have a Cubbie which supports with emotional regulation
- We have a nurture room which helps children to relax and feel special while focussing on their tasks
- We have a 'zero tolerance' approach to bullying.

14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule sessions with the incoming teacher towards the end of the summer term
- Create a transition booklet/ social story

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

When appropriate, the SENDCO of the secondary school will come meet with the class teacher and SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

15. What support is in place for looked-after and previously looked-after children with SEN?

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area contact [SENDIASS | Brent Council](#).

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Brent's local offer. Brent publishes information about the local offer on their website: [SEND Local Offer | Brent Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[SENDIASS | Brent Council](#).

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. Glossary

- **ADD** - Attention Deficit Disorder is a type of neurodevelopmental disorder characterized by persistent patterns of inattention, distractibility, and difficulty focusing on tasks.
- **ADHD** **ADHD -Attention Deficit Hyperactivity Disorder** is a neurodevelopmental disorder characterized by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with daily life.
- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Cubbie** – An immersive multisensory space that reduces anxiety and supports emotional regulation
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **ELSA** - Emotional Literacy Support Assistance is a school-based program designed to help children and young people improve their emotional literacy and mental well-being.
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SCERTS** - a comprehensive educational framework designed to support children with Autism Spectrum Disorder (ASD) and other developmental disabilities. It focuses on **S**ocial **C**ommunication, **E**motional **R**egulation and **T**ransactional **S**upports. The SCERTS Model is based on the idea that these areas of development are interconnected, and progress in one area supports growth in others.
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Thrive Approach**- a therapeutic framework used to support children's emotional and social development. It focuses on building healthy relationships, enhancing emotional resilience, and addressing unmet developmental needs.
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
- › **WEST** - The Wellbeing and Emotional Support Team is a support service that focuses on promoting the emotional health and well-being of children and young people. WEST provides a range of services including counseling, mental health support, and interventions to help students manage stress, anxiety, social challenges, and emotional difficulties.

