



Newburgh
Primary School

Special Educational Needs and Disability (SEND) Information Report – Sept 2025

Here at Newburgh Primary, provision for all children is through quality first teaching. We recognise that for some children learning can be a challenge, and we provide appropriate support, through differentiation and tailoring provision to meet individual needs as required. This may include environmental adjustments, changing teaching styles or varied levels of adult intervention.

Does our school have a Special Educational Needs and Disability Co-ordinator (SENDCo)?	Special Educational Needs and Disability is co-ordinated by Mrs Anna Slater - and supported by a wider Inclusion Team in school Full time Monday - Friday Please contact via school office: admin2325@welearn.365.com or Pastoral2325@welearn365.com <i>01926 775354</i>
Who are the staff involved in the wider Inclusion Team in school?	In school we have: Mrs Asa Hicks - Learning Mentor, who is highly skilled to support the pastoral needs of children. This can be short or long term, one to one or small group. Discussed and reviewed with child, parent/carer, external agency (if involved) and teaching staff. Teaching Assistants – specifically trained in different areas of SEND to support teachers in class and provide focussed, targeted interventions throughout the week. Class teachers - highly motivated and experienced to deliver quality first teaching, ensuring that children's needs are met through a challenging and engaging curriculum established to meet the needs of all learners.

What are the different types of SEND in school?

Cognition and Learning

Some of the things children and young people with these difficulties might find hard are:

- Take longer to learn important skills
- Find it difficult to remember things such as the important words for reading and times tables
- Find it hard to understand how to use letter sounds to read and spell words
- May need more time to think about their answers
- Includes dyslexia

Communication and Interaction

Some of the things children with these difficulties might find difficult are:

- Changes to their usual routine and timetable
- Talking to other adults and or children and young people, especially when in a group
- Talking about a topic they haven't chosen to talk about
- Making friends or keeping a friend for a long time
- Following rules made by someone else
- Dealing with noises, smells or other sensations around them
- Understand what other people mean when they are talking
- Includes autism and speech and language.

Social, Emotional and Mental Health difficulties –

Some of the things children and young people with these difficulties may find difficult are:

- Follow rules set by others
- Sitting still for periods of time
- Listening to and following instructions
- Understanding how they feel
- Making and keeping friends
- Dealing with their difficulties in a way that does not cause harm to themselves or others
- Taking responsibility for the things they do
- Includes ADHD

Sensory and or Physical Needs

Some of the things children and young people with these difficulties might find difficult are:

- Hearing what others in the school/classroom are saying
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
- Moving around without the aid of a walking aid or wheel chair
- Using pencils, scissors, knives and forks and other things that we need to use without changes or support

How do we support children with SEND in our school?

ASSESS - carry out observations, discuss with teaching staff, child and parents
PLAN - the support required to enable a child to make progress in learning, behaviour or general development
DO - implement support with all staff, parents and adults working together
REVIEW - discuss the effectiveness and impact, check against outcomes, and establish next steps

A Graduated Approach to SEND Provision



- **Universal Provision** - Inclusive learning environment, with qualified staff to identify, plan and deliver teaching which takes into account the needs of the children in the classroom. This may include routines to promote emotional wellbeing, short periods of extra support and regular communication between staff and parent/carers.
 - For **all** Learners
- **Targeted Provision** – This provision is additional to and different from Universal provision. It may include additional, specific time limited interventions, generally these are to accelerate progress in English, Maths, and social/emotional development. Targeted provision may require additional staffing, individual visual timetables, involvement from specialist external agencies and/or more careful and detailed planning to meet the needs of children and an Individual Education Plan Pupil Profile (IEP PP) may be required to recognise children more formally on the SEND register
 - For Learners who are making less than expected progress
- **Higher Needs** – This provision is additional to and different from Targeted provision. Here it will be necessary to provide a highly tailored intervention/support schedule to accelerate the progress that meets the needs of the learner, to ensure achievement of potential. Children may require daily one to one support during significant parts of the school day. Home/school communication may be enhanced, highly structured routines and visual aids and a potentially tailor made curriculum to match needs to ability. Working alongside specialist external agencies to deliver and review progress. This level of support is closely monitored and for some children this **may** lead to a request for an EHCp being discussed, considered or sought following at least two terms of Higher Needs provision.
 - For Learners who are not able to make consistent progress despite Targeted provision

EDUCATION HEALTH CARE PLAN (EHCp) – will be discussed and requested through specific guidance in accordance with the Warwickshire SEND Matrix for School Age pupils, which in turn reflects the SEND Code of Practice 0-25 years.

- Speak to the SENDCo Mrs Slater, or
- Visit www.warwickshire.gov.uk/ehcplan for further information

	➤ Criteria is complex and is measured carefully through APDR process, with external specialist input ➤ EHCplans need to consider the long-term input required for a child to make progress
How do we identify children with SEND?	Tracking progress, monitoring patterns in learning and behaviours, recording key observations. School based assessments and monitoring schedule – pupil progress meetings Information from children and parent/carers Specialist assessments carried out by staff or external agencies Information from previous setting End of Key Stage assessments Specific diagnosis from a specialist for autism, dyslexia and ADHD
How we involve children to actively engage in their learning?	Child friendly reviews (Annual Reviews are Person Centred Reviews) Self / peer assessment at the beginning and the end of a learning topic/intervention Individual visual timetables and resources Personalised work stations where required Page Profiles – child friendly (for all children identified EHCplan and those children requiring additional information for key staff to be aware of) Key adults assigned to support specific needs of individual children Equipment available to children in school to choose from (to support learning)
How are parents encouraged to participate in SEND process?	Parents are welcome to come and talk to the class teacher and SENDCo Termly parent evenings and SENDCo available to meet with at all parent evenings Targets set termly for all children and discussed with parents Regular year group newsletters to inform of curriculum coverage Information on website Signposting to other provision available Workshops to engage parent involvement

How do we support transition in school, between different stages and settings?	Handover meetings Class SEND files Visual aids for additional support during transition between year groups, Key Stages and to new /different settings Transition meetings with secondary staff, and feeder pre-school staff Transition sessions and days for vulnerable children Pre-tutoring and passports for transition for key events and changes to routine Enhanced transitions to secondary schools
What other opportunities to discuss the progress and effectiveness of SEND provision	Contact school via phone call, email or visit Arrange a more formal meeting with the member of staff you wish to speak to – always seek to speak to the class teacher in the first instance Arrange a meeting with the SENDCo, this can also be arranged with an external agency worker to attend SENDCo is available during termly parent evenings More regular home school link can be established
How does our school endeavour to improve social and emotional wellbeing?	Full time pastoral support, including separate entrance for children who are struggling/anxious on entry Lunch time interactive social clubs run by staff volunteers. Access to quiet space at lunch (Rainbow Zone for EYFS/KS1 and KS2) Forest school School Council, and ECO club Lunch time Drama Club for Upper School RSC associated activities throughout the year Timetabled Nurturing Groups available to all children Worry Box and worry monsters accessible to all School orchestra and choir Weekly counselling service (Snowford Grange) – please speak to SENDCo Wide range of after school sports clubs (outside agencies) Sports coach to work with key identified children

What external agencies do we work with regularly and on a needs basis?	Regular visitors to our school are: EPS - Educational Psychologist SEND Supported - Specialist Teacher Services SALT- Speech and Language Therapist (NHS) EMTAS – Ethnic Minority and Traveller Achievement Service Snowford Grange Counsellors External Mentors We also access support on a needs basis from: Compass (formerly School Nurses) CWRise, which includes CAMHs and NeuroDevelopmental Assessment and Support
How do we ensure we are accessible and inclusive in our practice?	SEND Policy and Accessibility Plan regularly reviewed and updated Reporting to Governors regularly Learning walks Monitoring progress and provision internally and externally with local schools Audit of provision with STS Identifying training needs and skills update Attendance to meetings/conferences of local/national updates and information
What should you do if you have a concern regarding the SEND provision for your child?	In school we take concerns raised seriously, as we endeavour to meet the needs of children in a caring and supportive manner. If you have a concern, always speak to the class teacher in the first instance. To discuss the matter further contact the SENDCo, followed by the Head Teacher –Mrs Karen Turner or the SEND Governor Mrs L Edgeller admin2325@welearn.365.com governors2325@welearn.365.com 01926 775354

What further support is available to parents/carers?	Parent Support Adviser (through referral) – please speak to your class teacher, SENDCo or Learning Mentor Family Information Service – www.warwickshire.gov.uk/fis guidance and advise to signpost services that are available SENDIASS – Special Educational Needs and Disability Information, Advice and Support Services, https://www.warwickshiresendiass.co.uk Search “Warwickshire SENDIASS” for our local area Please contact the SENDCo for any further advice or information
Where can the Warwickshire Local Authority, ‘Local Offer’ be found?	Visit https://www.warwickshire.gov.uk/send Here you will find information about SEND & Inclusion Priorities Information regarding services, policies and guidance to support children and young people to access provision available to them within the local area.
Finally...	Our SEND Information report is reflective of Warwickshire SEND provision policy and guidance, as well as the SEND Code of Practice: 0 to 25 years, January 2015. At Newburgh we strive to ensure that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We hope that this report has presented clear information, as to how we identify needs and provide appropriate provision to ensure all our children reach their potential. <u>Review date November 2025</u>