

Newburgh Primary School Special Educational Needs (SEN)



Information Report

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Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	4
5. How will the school measure my child's progress?	5
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	6
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	9
13. How does the school support pupils with disabilities?	10
14. How will the school support my child's mental health and emotional and social development?	10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEN?	10
17. What should I do if I have a complaint about my child's SEN support?	11
18. What support is available for me and my family?	11
19. Glossary	12

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: <http://www.newburghprimaryschool.co.uk/web>

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 (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

We have a fully inclusive approach to SEND and all staff have regular CPD to ensure they are up to date with current policy and guidance. Training is provided on Quality First Teaching, universal and targeted support, interventions and SEND needs including Autism and ADHD. All teaching staff and teaching assistants work daily to support all our children with SEND.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Anna Slater

She is a qualified teacher with over 25 years teaching experience and has been in the SENCo role for two years. She is working towards the National Professional SEND Qualification.

Assistant SENCO

Our assistant SENCO is Miss Gemma Nicol

She is a qualified teacher and is also working towards the National Professional SEND Qualification.

Teaching staff

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of fourteen TAs, including three higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. All our TAs are trained to deliver interventions such as EPATT, Moves and Phonics.

In the last academic year, TAs have been trained in EPATT, supporting Autism and ADHD, supporting SEMH needs in the classroom and effective behaviour management when supporting SEND.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
 - › GPs or paediatricians
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations
 - › SEND Supported

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

<p>If you think your child might have SEN, the first person you should tell is your child's teacher. This can be done via email – contact admin2325@welearn365.com and mark the subject box with the name of your child's teacher.</p> <p>The class teacher will pass the message on to our SENCO, Mrs Slater, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly through pastoral2325@welearn365.com</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>
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4. How will the school know if my child needs SEN support?

Special educational needs (SEN) is defined as: a learning difficulty or disability which calls for special educational provision to be made.

A pupil is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools
- Don't make progress without support in place

Our teachers track and monitor the progress of all children in their class, identifying any gaps in learning and understanding. If a pupil is identified as struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO 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 SENCO 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.

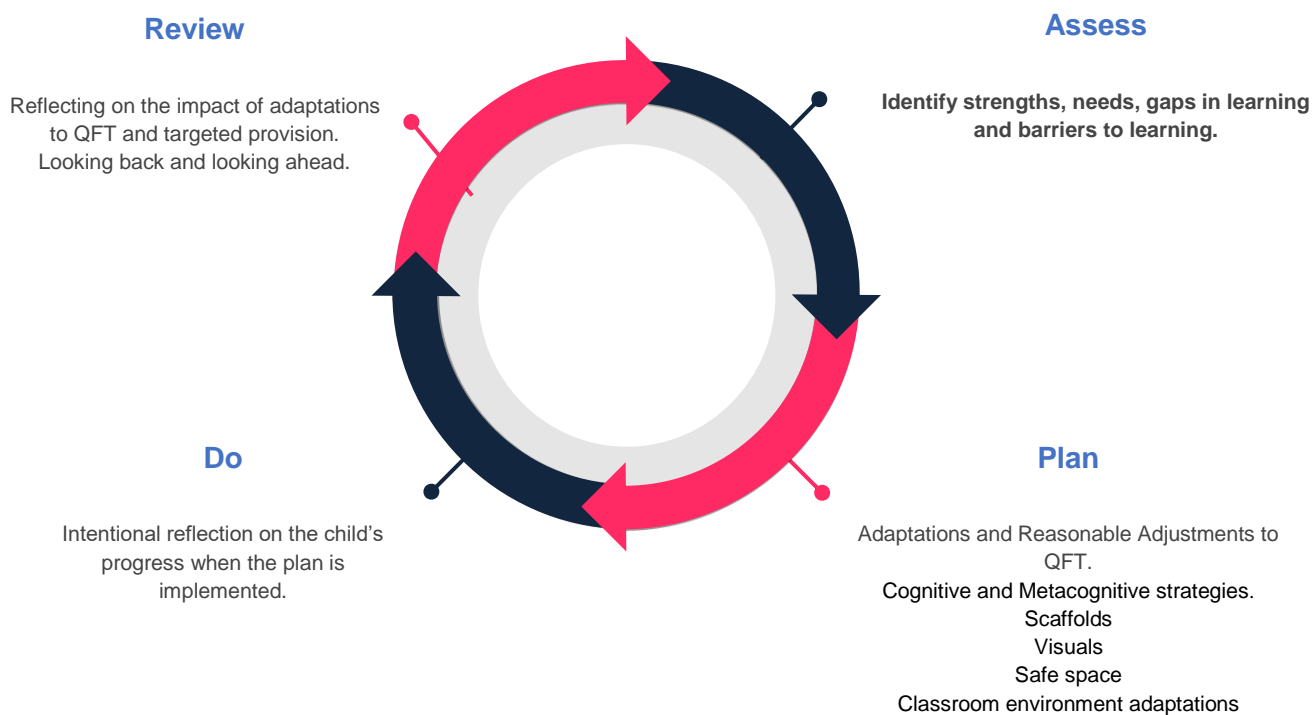
Based on all of this information, the SENCO will decide whether your child needs SEN support.

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 the SENCO to create an Individual Education Plan (IEP). This will be shared with you.

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 termly reports on your child's progress.

Your child's class/form teacher will meet you three times a year 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 SENCO may also attend these meetings to provide extra support.

We also want to include the views of you and your child so that we can build a holistic picture of how the SEN support we are providing is impacting your child.

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, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via admin2325@welearn365.com

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 communication. 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?

	STEP 1 Quality First Teaching (examples not an exhaustive list)	STEP 2 Interventions	STEP 3 Review	STEP 4 Involvement of Outside Agencies	STEP 5 Request for Formal Assessment
COMMUNICATION & LANGUAGE	<ul style="list-style-type: none"> Work planned for all and adapted as needed A clear structure and routine, including a class visual timetable In Print Ensure you have the child's attention before giving an instruction – use the child's name to cue them in Give simple instructions one at a time, using clear specific language 	<ul style="list-style-type: none"> Race to English Lego Therapy EPAT Talk About Bucket Challenge Social stories 	Steps 1 and 2 have been carried out and IEPs and targets are reviewed half termly	<ul style="list-style-type: none"> SALT SENDSupported – Katie Townsend EP – Claire Benthall GP CAMHS / Neuro Team - RISE Specialist Visual Impairment Teacher – Helen Newman Specialist Audio Impairment Teacher - Hannah 	Leading to Step 5 there will have been significant involvement and input from outside agencies. There will also be evidence of the graduated approach over a period of time.
COGNITION & LEARNING	<ul style="list-style-type: none"> Chunk longer instructions into smaller segments Always check understanding Repeat and/or adapt instructions as necessary Repeat and explain new vocabulary Create opportunities for high quality communication Use visual cues and prompts to support and scaffold Use of task management / now and next boards 	<ul style="list-style-type: none"> Precision teaching Sounds Write Phonics Extended Code Reading for accuracy, fluency and understanding RWI review and consolidation 4 operations work Times tables 		<ul style="list-style-type: none"> SENDSupported – Clare Viney EP 	
SOCIAL, EMOTIONAL AND MENTAL HEALTH	<ul style="list-style-type: none"> Access to class TA Use of working walls and scaffolds Reactive and responsive teaching Reduced / targeted language Use of classroom environment, such as any quieter areas 	<ul style="list-style-type: none"> Mentoring Social stories Social games Lego Therapy School Counselling Listening ear Play Therapy 		<ul style="list-style-type: none"> CAMHS / Neuro Team - RISE RISE GP School Nursing Team Counsellor Listening Ear Equine Therapy 	
SENSORY & PHYSICAL	<ul style="list-style-type: none"> Allow additional processing time Use of fiddle toys where appropriate Use of learning breaks when needed Use of IT to support Access to physical resources to support such as pencil grips, coloured overlays and wheelchairs 	<ul style="list-style-type: none"> Sensory Circuits Fine motor skills OT and physio programmes swift Moves programme 		<ul style="list-style-type: none"> SENDSupported – Katie Townson Specialist Teachers for hearing or visual impairment OT Physio GP 	

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 this is identified as a need through an EHCP.
- Teaching assistants will support pupils in small groups when targeted interventions have been identified by the class teacher and/or SENDCo.

We may also provide the following interventions: EPATT, Moves, Phonics, Memory Magic.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory Circuits Widgets
	Speech and language difficulties	Speech and Language therapy WellComm intervention NELI intervention Communication adaptations
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Coloured overlays Nessy Writing slopes
	Moderate learning difficulties	QFT Targeted interventions EPATT
	Severe learning difficulties	One to one support Bespoke timetable Support from external professionals
Social, emotional and mental health	ADHD, ADD	Quiet workstation Wobble cushion, Busy Legz, TheraBands Movement breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups Counselling MIND LifeSpace
Sensory and/or physical	Hearing impairment	QTHI support Environmental audit
	Visual impairment	QTVI support Environmental audit
	Multi-sensory impairment	Relevant reasonable adjustments
	Physical impairment	Relevant reasonable adjustments

These interventions are part of our contribution to Warwickshire'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 as part of the graduated approach
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review for Educational Health and Care Plans (EHCP)

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

The SENDCo regularly audits what resources are required to meet the SEND needs across the school. Resources such as fidget tools, specialist pencils, overlays and sensory resources are regularly replenished.

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 notional budget for meeting SEND needs is £6000. If funding is needed beyond this, we will seek it from our local authority through a costed IEP.

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

We are a fully inclusive school. 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 trips to Bell Heath and Red Ridge.

All pupils are actively involved in sports day, RSC workshops, theatre trips and assemblies.

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 they can be included.

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

We follow Warwickshire County Council's Coordinated admissions scheme and all school applications are administered and processed by Warwickshire County Council. Please refer to their website for further details <https://www.warwickshire.gov.uk/school-admissions-appeals>.

If your child has an EHCP, you should not apply through the website. Information about applying for a school place should be sent to you by the SENDAR (Special Educational Needs Assessment and Review) team, and details shared about how to tell SENDAR what your school preferences are. Please talk to our school's SENDCo, Mrs A Slater, if you need further advice and support.

If your child has an EHCP and is Electively Home Educated or is not on a school roll and you would like to talk to someone about applying for a school place, please contact your EHC Plan Coordinator in the first instance. Alternatively, you can contact the SENDAR Team on [01926 742160](tel:01926742160) or sen@warwickshire.gov.uk

13. How does the school support pupils with disabilities?

Our accessibility plan can be found on our website.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Newburgh, we are committed to provide a safe and happy learning environment. At Newburgh we are committed to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their additional needs. We are committed to promoting a culture of inclusion, support and awareness within the school. All pupils and staff are valued community members who are encouraged to be considerate at all times, taking this ethos out into the wider community and throughout life.

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

- › We have a highly skilled and accessible Pastoral Team.
- › Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- › We provide extra pastoral support for listening to the views of pupils with SEN through nurture lunches.
- › We run a nurture club for pupils who need extra support with social or emotional development.
- › We have additional support from MIND and Life Space.

15. 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 SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year, along with the SENDCo and parent, when provision for the pupil's SEN is discussed.
- › Transition sessions with the teacher for the following year, in the new classroom.
- › Transition booklets.
- › Enhanced sessions where needed.

Between schools, including transition to secondary.

When your child is moving on from our school, we share all safeguarding information with the new school, as well as academic levels and any learning support in place.

The SENCO will contact the new school for any children on the SEN register to discuss the needs of the incoming pupils near the end of the summer term.

Transition visits will take place, including enhanced transitions where needed.

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

Mrs Turner, Head Teacher is the DSL (Designated Safeguarding Lead). Mrs Slater is the SENDCo and DDSL (Deputy Designated Safeguarding Lead). They ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. 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.

17. 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 SENDCo, Mrs Slater, in the first instance. They will then be referred to the school's complaints policy.

[..\DHT SLT\Policies\Complaint Form.docx](#)

[..\DHT SLT\Policies\Parent Guide to School Complaints \(1\).pdf](#)

[..\DHT SLT\Policies\Complaints policy new Oct 2025 V2.pdf](#)

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 [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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. All Warwickshire mediations are now under the remit of Prime Resolutions:

01952 327999
01952 303038 (SEND)
info@prime-resolution.co.uk
Meeting Point House,
Southwater Square,
Telford TF3 4HS

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

If you have questions about SEN, 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 Warwickshire's local offer on www.warwickshire.gov.uk

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: www.warwickshiresendiass.co.uk

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

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

19. Glossary

- › **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
- › **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
- › **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
- › **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
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages