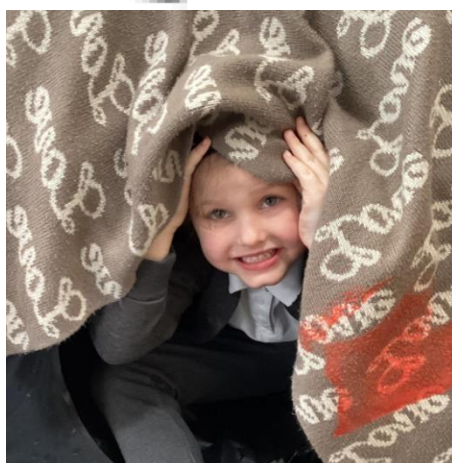




ISAAC NEWTON SCHOOL

**Isaac Newton Primary School
Special Educational Needs and
Disabilities
(SEND)
Information Report**





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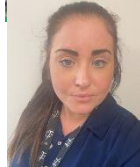
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SEND team:



Mrs Emma Moorcroft SENCO



Miss Victoria Cook Inclusion Support/DDSL



Mrs Annette Giles pastoral support



Mrs Sarah Tudor pastoral support

What are Special Educational Needs and Disabilities?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise, for example pupils with autism may struggle to make friends. They can affect academic learning, for example a child may have reading problems because they have dyslexia. This can affect their ability to understand things or their concentration levels, for example because they have ADHD. This may also affect their physical ability. The broad areas of special educational needs that we support at school are:

- Cognition and Learning difficulties;
- Speech, language and communication difficulties; • Social, emotional and mental health difficulties;
- Physical or sensory difficulties.

Our aims for Pupils with SEND

Our aim for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets



that stretch them. We are a very inclusive school, and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development, and this is central to our provision.



How do we involve Parents Carers and Families?

We are a friendly and approachable school. We actively encourage partnerships with parents. Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services.

How do Pupils participate?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have pupil Profiles and individual support plans that are produced in conjunction with the pupil and family and enable them to identify their strengths and weaknesses, ways of learning best and what support they may need.

What is our approach to teaching?

We are a supportive and nurturing school, and we are lucky to have a very dedicated staff team, all of whom view themselves as teachers of all pupils with SEND. Our staff are always developing their skills to ensure quality provision for pupils with a range of learning needs.

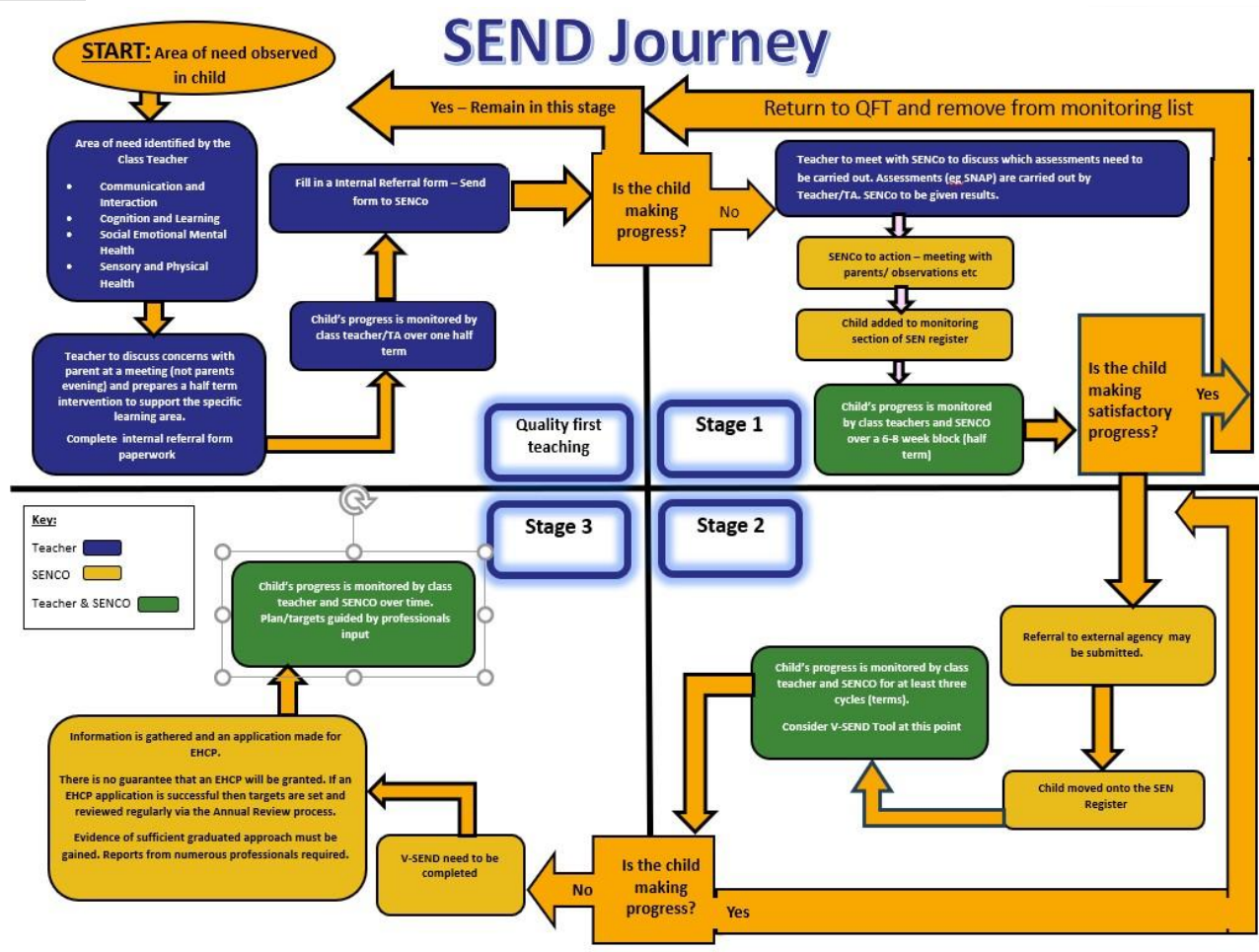
We have a clear approach to training and development, so that for each category of need we have staff with more in depth expertise, staff with specific training and then all staff given training in a broad understanding of the difficulty. Our overall aim is to provide the highest quality of teaching for all pupils.

We are inclusive and understand the need for necessary adjustments and additional support in class for some pupils.

What school policies do we have in place?

The school has a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place. The policy can be found on our website. [Isaac Newton Primary - Special Educational Needs & Disabilities \(eschools.co.uk\)](https://www.eschools.co.uk/isaac-newton-primary/special-educational-needs-disabilities)

Our school procedures



Supporting Pupils with Transfers

We understand that transitions can be particularly difficult for pupils with special educational needs, and we work closely with other schools and agencies to ensure as smooth a process as possible. We can arrange additional support for their secondary school transfer such as extra visits. If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have close links with our feeder nurseries and our secondary schools. We will visit your child in their nursery setting to get to know their needs. Children with EHCP plans will have transfer review meetings for high school and nursery.



Help for your child

Adapting the curriculum and learning environment is part of the support for pupils with special educational needs. Teachers adapt learning and group children flexibly to allow your child to achieve in the areas they are able to, and to work with all members of the class. We will follow up any difficulties with pre-teaching or sessions post teaching on areas they need more support with. They may work in additional guided groups with a teaching assistant or teacher.

Additional support, equipment and facilities

If your child is on the SEND register, they will have some additional provision or intervention to help meet their needs. This could be through maths, reading, writing, spelling or phonics groups. The level of support they get will depend on factors like their overall progress and attainment compared to their class or age- related expectations.

We will also look at barriers to learning and more specific difficulties. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials.

Specialist intervention programmes may be provided such as 1 to 1 reading coaching, speech and language groups or physical therapy programmes.

Some pupils may follow a more personalised curriculum and have additional 1 to 1 adult support.

Equal access for all

We aim to have pupils with SEND fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions and as representatives. Our reward systems are based on attitudes to learning and values, allowing all children to feel a sense of achievement

We interview our SEND pupils each year and see what support they suggest, and what they want to be involved in. We ensure they have access to extra-curricular clubs including sports teams.

We have an accessibility plan that includes aims, such as our commitment to making adjustments for off site visits so that your child is given as much access as possible. We are a very approachable school and all of our staff are easily available. You can chat to your child's teacher at the end of the day or arrange appointments through the school office.

Our parents often tell us that they are very happy that their concerns are dealt with promptly. We will ensure an appointment is made with the right member of staff as soon as any concern is raised and then we will agree some actions together and arrange a time to review how it is going.



Our Autism Offer

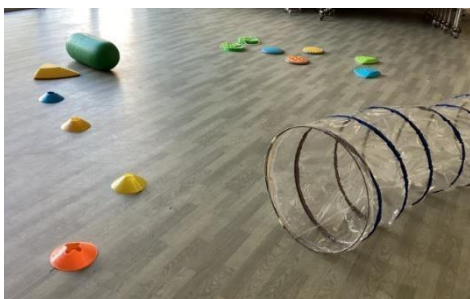
Autism is believed to occur in about 1 in 100 people. It is a lifelong disability which affects how a person communicates with others and relates to the world around them.

- Our classrooms are autism aware.
- Our staff have had training from the Lincolnshire Working Together team.
- We understand the need to provide classroom adjustments for some pupils.
- Children have access to our sensory room and sensory circuits to support their needs.



Personalised Support

- We have used the Autism Education Trust tools to evaluate our practice and have clear guidelines for use in our school classrooms. Our autism offer was produced in partnership with parents of pupils with autism and with relevant outside agencies.
- We use visual timetables and additional visual menus to support pupils and provide clear routines and structures.
- We use sensory profiling and the Autism Education Trust progression tool to ensure our provision is personalised for pupils with autism.
- Our children have access to the sensory room and sensory circuits.





A Partnership Approach

- We offer parents support at identification stage and clear pathways to help them investigate a diagnosis, including access to Educational Psychologists if autism is widely suspected. We communicate effectively with Paediatricians and will arrange meetings where professionals have identified the need to investigate autism.
- We work closely with the **Working Together Team**. We access training and support from the service when a specific need is identified.
- We encourage and promote diversity and understanding of autism, this includes taking part in autism awareness events like world Autism Awareness month in April.

Our Dyslexia Offer

Dyslexia is a learning difference that affects about 10% of the population, some more severely than others. It predominately affects the skills needed to learn to read with fluency and accuracy and spell accurately.

- We offer dyslexia friendly classrooms with additional access to adjusted reading materials for pupils with identified needs. Our staff have been trained in dyslexia aware teaching practices, including multi-sensory learning.
- All of our foundation and KS1 staff have expertise in teaching phonics and we have KS2 staff who run catch up intervention sessions.
- We use dyslexia aware guidelines in our classrooms.
- Where appropriate we offer 1 to 1 and small group, specific interventions known to work well for dyslexia. This includes reading catch up programmes and phonics programmes.
- We provide more personalised support programmes for those pupils with more persistent difficulties and we use a specialist teacher for literacy difficulties including dyslexia.





Our Mental Health and Wellbeing Offer



We recognise the importance of good mental health and promoting wellbeing in a positive way. We also understand that mental health problems are a growing concern for schools, with 3 pupils in each classroom expected to develop some sort of mental health difficulty in the future.

Pastoral and social support:

- We pride ourselves on the excellent relationships that are built up between the children and all staff to support children's social and emotional needs;
- All staff have had emotion coaching training and restorative practise is embedded in the ethos of the school. Children are encouraged to take ownership for their actions through restorative conversations;
- A clear behaviour policy which is adhered to by all staff (Please refer to copy on the school website);
- Alongside our behaviour policy we recognise that some children may need a more personalised behaviour support plan. As a school we take our advice and training on this from services such as BOSS and from Educational Psychologists;
- All child protection issues are reported to the Designated Safeguarding Lead – Craig Richards;
- Staff work closely together to provide support for children with social and emotional needs;
- Sometimes it is necessary to deliver more bespoke support - we have two ELSA trained TA's and 3 TA's that are trained in lego therapy. Intervention is planned for children who require support for their mental health and wellbeing;
- We have a CASY Counsellor who comes into school to support children's emotional health and wellbeing;
- Playground games and activities are available at breaktimes and lunchtimes;
- PSHE takes place on a weekly basis to promote speaking and listening skills, empathy, working together, turn taking and following social rules;
- We have 'wellbeing warriors' who represent each class who meet to consider the needs of the school e.g. designing and making worry boxes for each class;
- We are part of the Mini Police. Children are introduced to a positive experience of policing and to get them involved in the local community;
- It may be necessary to complete an EHA (Early Help Assessment) to access support from outside agencies such as Healthy Minds.





Our Speech and Language Needs Offer



Speech, language and communication needs are widespread and affect many pupils in different ways. Language difficulties are also thought to be a strong predictor of later problems with maths and English.

- We have a strong emphasis on the importance of 'child talk' over 'teacher talk.' We promote a range of well-founded teaching techniques to promote talking in the classroom that involve different ways of grouping and assigning talking roles.
- We believe that early intervention with speech and language difficulties is vital, and we screen and support early in the early years' foundation stage. We use a range of resources including as monitoring tools to support and measures progress.
- Language development is promoted throughout school and across the curriculum.

Our ADHD Offer

Attention Deficit Hyperactivity Disorder (ADHD) is a complex condition. It is thought to be connected to difficulties with the neurotransmitters in the brain. It can affect the control of functions such as attention, impulsivity, emotions and memory.

- We have trained all of our teaching, support and lunchtime staff in ADHD awareness.
- We have offered parents support through SEND forums looking at ADHD awareness.
- In our school staff have good awareness of the condition and we have identified our pupils with ADHD or ADHD traits.
- Our teaching staff have had training 'Emotion Coaching' which works well for pupils with ADHD.
- We work with paediatricians and liaise with and provide additional information in the form of checklists, reports, access to observations as well as advice around additional tests such as the use of computer-based motion and attention tracking tests (Qb).



- We have strong supports structures in place to support areas of difficulty including emotional regulation, attention and concentration. This includes the use of mindfulness and calming techniques and additional resources such as concentration aids.



How can I access Support for my friends and family?



Information on all services for children and young people aged 0-25 with special educational needs and disabilities can be found at www.lincolnshire.gov.uk/sendlocaloffer

This contains information regarding the SEN provision across the County. From here you can locate the Family Service Directory (FSD) - Your online guide to services and information on local organisations for parents, practitioners, children, young people, partners & providers.

If you require any further help or support, please contact

- Your child's class teacher as first point of contact.
- Mrs Moorcroft (SENDCO)
- Mr Richards (DSL)
- Mrs Locke (SEND and pastoral assistant).
- Mr Milner (Headteacher)