



**Newbold Verdon**  
Community Primary School

# **Special Educational Needs and Disabilities (SEND)**

## **Information Booklet**

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# What are Special Educational Needs and Disabilities (SEND)?

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Special Educational Needs and Disabilities (SEND) can affect children at any age throughout their education. The SEND Code of practice 0-25 Year (2014) identifies children who may need special educational provision if they have:

- **Significantly greater difficulty in learning than the majority of others the same age, or**
- **A disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others the same age in mainstream schools or mainstream Post-16 institutions.**

SEND can affect a child or young person's ability to learn, socialise, regulate emotions, concentrate or take part in activities due to physical difficulties. The broad areas of support outlined in the SEND Code of Practice are:

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

## What are our aims for children with SEND?

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Our aim for pupils with SEND is to provide a broad and balanced curriculum as we do for all the children in our school. We are committed to providing a high-quality education which enables our children to:

- Be aspirational and achieve their best.
- Become confident, unique individuals living fulfilling lives.
- Make successful transition to their next phase of education.


# How do we involve parents and carers?

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We work in close partnership with parents and carers to provide the best provision matched to their child's needs that we can. We aim to involve parents and inform them of decisions at points throughout the year and we will provide support and advice to access additional services when appropriate.

All pupils with SEND have a Pupil Passport target plan which is discussed at parents' evenings. Parents have the opportunity to review the plan and contribute towards new targets.

Parental comments are welcome, the SENDCo carries out an annual questionnaire for parents and carers of children with SEND in the mainstream school and this information is shared with Governors and acted on accordingly.



*I raised an issue with behaviour at home and my child received extra support really quickly.*

*Parents SEND Questionnaire  
2020*

# How do we involve the pupils?

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We recognise that children should be involved in making decisions. We listen to our pupils and encourage them to actively take part in their learning. Children with SEND are involved in setting their own targets and identify their own strengths and weaknesses.

Children with an Education Health and Care Plan or a SEND Support Plan take part in pupil centred review meetings where their views and aspirations are collected in order to inform further plans and celebrate success.

Teachers will discuss with the children their likes and dislikes; this information can then be used as motivational devices such as rewards or in certain circumstances some work can be orientated towards a child's particular interest.

# What is our approach to teaching?

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*Fantastic  
support in  
every  
aspect.*

Parents SEND Questionnaire  
2020

At Newbold Verdon Primary School, we believe in quality first teaching methods. All staff are trained in various aspects of SEND and routinely share best practice. Classrooms make use of visual timetables and use coloured backgrounds when presenting lessons. Teachers consider the needs of individual children within the classroom setting and accommodate them as necessary. This may involve careful seating position, access to materials or adaptations to lesson structures and classroom routines.

Children with SEND or causing concern will receive additional support where appropriate to assist them in closing the educational gap. This may be in the form of several strategies including:

- Intervention groups
- Additional reading
- Specialist equipment such as coloured overlays, ear defenders or wobble cushions etc
- LSA support in the classroom
- One to one or small group target work
- ELSA (Emotional Learning Support Assistant) groups sessions or talk time
- Lunchtime Club

For children experiencing more complex and persistent SEND a range of additional agencies are available for the SENDCo to make a referral to for further advice. These include:

- GP or School Nurse
- Speech and Language Therapy
- Educational Psychologist
- Autism Outreach
- Specialist Teaching Services
- Assistive Technology Services
- Hearing and Visual Impairment Services
- Play Therapy
- Inclusion Services

Children with SEND may access a range of support at periods throughout the school year or their needs may be met with adaptations and minimal intervention.

# What school policies do we have?

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The school has a policy for Special Educational Needs and Disabilities which can be found on the school website. The policy outlines how children with SEND are identified and what procedures are in place to support these children. The policy is reviewed annually and approved by the Governing Body. The policy is based on the guidance outlined in the SEND Code of practice 0 – 25 (July 2014).

Alongside the SEN Policy there are a number of related policies these include, Supporting Pupils with Medical Needs, Safeguarding Policy and the school Accessibility Plan.

## School Procedures for SEND

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### The graduated approach to SEND Support

Newbold Verdon Primary School follows the graduated thresholds for SEND set out by Leicestershire LA.

**Identification** - We aim to identify any SEND as early as possible through observations, monitoring progress and parental concerns. For some children SEND can be identified at an early age whereas for others their SEND may become evident as they develop.

**Initial Concerns** - Identifying and adapting teaching to meets pupils' needs is a process in place for all children. Where a pupil's needs are persistent and their progress is a cause for concern the class teacher will complete an initial concerns checklist and inform the SENDCo. Additional assessments and/or observations of the child will be carried out and if it is clear that different and additional provision is required parents or carers will be consulted and the child will then be placed on the SEN Register.

**SEND Support** - The child's class teacher and SENDCo will work with parents and carers to discuss the child's needs and identity

the category of SEND the child has. A Pupil Passport target plan will be agreed.

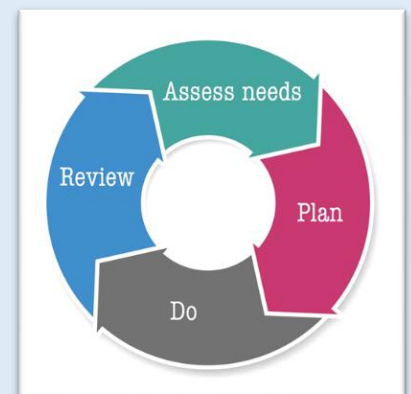
**SEND Support Plan** – It may be decided that advice from external agencies is required for further advice. A Support Plan is put in place to help carry out the advice effectively.

**Education Health and Care Plan (EHCP)** – If a child has more complex and enduring needs or remains very significantly behind in their education a request for ‘statutory assessment’ can be made to Leicestershire Special Educational Needs Assessment service (SENA).

## How do we assess and review progress?

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The **assess - plan - do - review** model is the key to all we do when addressing the particular needs of children with SEND allowing teachers to set small step targets. This approach forms the basis of Pupil Passports and the following targets.



All children are assessed in line with their peers by their class teacher at assessment points throughout the school year. If necessary, more detailed and fine-tuned assessment tools can be used by the SENDCo to inform more targeted intervention and to identify small steps of success.

Formal meetings are held with the Class teacher, SENDCo and Headteacher to review progress of pupils. The SENDCo monitors the progress of all the children with SEND and supports teachers with additional strategies for children where progress is seen to be slow or stalling. Progress is formally reviewed at parents' evenings however, observations and recognition of progress is ongoing and targets for children with SEND may be reset throughout each term.

# Supporting children transferring

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As a child approaches transition, a review of their Special Educational Needs takes place. Often this includes additional visits to the transfer school, meeting with the SENDCo of the school and/or ensuring the safe transportation of any key equipment. The children in year 6 with an EHCP will have an Early Annual Review in the first half of the autumn term to discuss the next placement and options for that child, the SENDCo from the next school will usually attend these meetings.

Children with SEND who transfer mid-year are invited to look around the school and meet with the SENDCo and Headteacher whenever possible prior to their admission. The SENDCo will also liaise with the child's previous school or any other agencies involved with the child to gain records and further information to ensure a smooth transition.

## Equal access to all

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At Newbold Verdon Primary we aim to have all our pupils with SEND recognised and equally represented across all school activities. This includes monitoring for participation in extracurricular activities and school events.

All children have the opportunity to participate in school visits and residential trips. Risk assessments completed prior to any planned trip and reasonable adjustments are made where necessary.



# Mental health and wellbeing

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Newbold Verdon Primary School employs two qualified Emotional Learning Support Assistants (ELSA) and a Play Therapist. ELSAs are trained by Forest Way Teaching School Alliance Educational Psychologists and attend routine network and supervision meeting to retain their qualification and update their practice.

ELSAs are available to all the children at school and are able to support with minor emotional upsets such as friendship disagreements to more complex bereavement and trauma. They also run group sessions including Lego Therapy and friendship groups.

The school Play Therapist is qualified and registered to the BACP (British Association for Counselling and Psychotherapy) Referrals are made to the Play Therapist by the SENDCo or Headteacher for children experiencing a variety of emotional needs.

More complex emotional needs are referred to the child's GP or the School Nurse for consideration for CAMHS.

## Staff training

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As part of Forest Way Teaching School Alliance, staff are trained in various elements of SEND and training is updated regularly. A complete listing of staff training is recorded by the Deputy Headteacher. The SENDCo attends regular SEND network meetings to keep updated of SEN legislation and local initiatives.

Newbold Verdon has links with Oakfield Pupil Referral Unit, Dorothy Goodman Special School and takes advantage of their outreach support training and forums.

Staff training is also provided by the Local Authority Educational Psychologist and can of a bespoke nature to relevant to the school.

## Concerns or Complaints

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Although all staff at Newbold Verdon Primary School act in the best interests of the children, from time to time things do inevitably go wrong or you may have a query to ask. We are always willing and happy to deal with difficulties and parents should speak to their child's class teacher in the first instance to resolve any problems. If necessary an appointment can be made to see the SENDCo or the Headteacher. A majority of concerns can easily be rectified but in the unlikely event that you do not feel that an issue has not been resolved we will direct you to the school Complaints Policy.

## Contribution to the Local Offer

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Our school intends to align itself closely with the local authority local offer and information about the Leicestershire local offer regarding SEND can be found here:  
[www.leicestershire.gov.uk/local-offer](http://www.leicestershire.gov.uk/local-offer)

## Further Information

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School Information	
Head Teacher	Lucy Collins
SENDCo	Jane Brennan
Contact	01455 822362 <a href="mailto:office@nweboldverdon.leics.sch.uk">office@nweboldverdon.leics.sch.uk</a>
SEND Governor	Samantha Lane

Local Authority Services	
Special Educational Needs Assessment Service (SENA)	0116 305 6600 <a href="mailto:senaservice@leics.gov.uk">senaservice@leics.gov.uk</a>
Educational Psychology Service	Helpline Mon – Fri 9.00 – 11.30 including school holidays: 0116 305 5100 <a href="mailto:psychology@leics.gov.uk">psychology@leics.gov.uk</a>
Autism Outreach	0116 305 9400 <a href="mailto:AOSTraining@leics.gov.uk">AOSTraining@leics.gov.uk</a>
SEND Information Support and Advice Service (SENDIASS)	0116 305 5614 <a href="mailto:sendiass@leics.gov.uk">sendiass@leics.gov.uk</a>