



Newport Infant School

SEN Information Report 2021/22

The SEN Information Report is updated annually at the end of the academic year to reflect changes that were made and plans for the following year within the school. The report states the current provision within Newport Infant School.

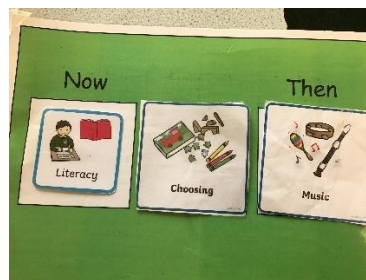
What are the kinds of special educational needs for which provision is made at Newport Infant School?

This is an Infant School with children aged between 4 and 7. We can have three parallel classes in each year group - Reception, Year 1 and Year 2. We offer a broad and creative curriculum that is exciting and engaging and pride ourselves on the inclusive nature of our mainstream offer that is accessible to every child. Our school is physically accessible with access ramps and a wheelchair lift. We have a changing station within school and adapted disabled toilet facilities. Children with a range of additional needs are supported within class, participating in the learning alongside their peers. Personalised Learning Plans support their individual needs and track the impact of Interventions that they access. Group Intervention Plans are also used to monitor and track progress of all children who may need additional support.

We support a range of additional needs, as described in the SEN Code of Practice, offering support from teachers who can deliver high quality first teaching and teaching assistants who have training and expertise in Occupational Therapy, Speech and Language, ASD support, Cool Kids and leading Nurture Groups. We use Makaton widely throughout the school day and are committed to keeping our staff up to date with teaching methods and new initiatives. We also respond to the needs of the children on roll at any one time, ensuring that we are able to fully support them using the best strategies and systems.



1:1 SALT session



Now and next board



Individual work stations



Visual timetables are used in each class and some pupils have their own

More detail on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy.

What are the school's policies for the identification and assessment of pupils/students attending the school?

We are committed to the early identification of children who have SEND.

We track and monitor the progress, behaviour and well-being of all of the children in our school closely. Detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. Pupil concern forms are completed by class teachers and the pupils are monitored by the SENDCO. We obtain information from parents/carers and any other records from the previous schools the children may have attended. Termly Pupil Progress Meetings take place with the Headteacher and class teacher. At these meetings, class teachers may discuss any concerns they have with a pupil and action points will be planned, liaising with the SENDCO where needed. The SENDCO also looks at pupil data and discusses with teachers, any pupils causing concern. Strategies to support the pupil are then agreed and actioned. The graduated response adopted in the school recognises that there is a continuum of need. This is recommended in the SEN Code of Practice and is in line with the LA policy.





The school has systems in place to support the well-being and behaviour of pupils. The SENCO works closely with teachers and Teaching Assistants to identify children who may need support and again tracks their progress. The SENCO may make referrals to other agencies and collates evidence towards an external assessment if this is deemed appropriate. She also liaises closely with parents to keep them involved in the process and offers support and guidance.

Further information on the admissions process to our school can be found on the SEND offer on our website. We welcome parents of all children to make an appointment to view school prior to starting the admission process.



What is the provision for pupils/students at Newport Infant School and how is it evaluated?

Children with additional needs at our school will follow the main curriculum offer wherever possible. To achieve this every child is entitled to Quality First Teaching. Adaptations may be made to accommodate individual needs and work can be differentiated to support learning needs and styles but participation in the life of the classroom is central to the provision that we make. Children with SEND are supported using a programme of interventions run by specially trained staff and through small group and one to one support in class. This also includes a Nurture Group 'The Friendship Crew' which runs every afternoon.

Provision is planned and evaluated through the use of Personal Learning Plans or Group Learning Plans that track and monitor the progress of children and the impact of provision against targets set by teachers and any other agencies involved with the child.



Toolboxes allow pupils to develop their independent skills



Children with SEND in school may need a range of support depending upon their individual needs. Our vision is to create a highly effective learning community in an environment where everyone is respected and treated with dignity, and can work together to the best they can be.

We aim to provide quality learning experiences appropriate to the needs of all of our pupils and we are committed to:

- Creating a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.
- Ensuring that all the National Curriculum/statutory curriculum/EYFS guidance is delivered to all pupils.
- Providing all staff with training and development opportunities to enable effective practice.
- Promoting the pupils spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Helping pupils acquire the knowledge, skills and confidence to enable them to lead as full, interesting and independent life as possible.



- Developing personal responsibility and encouraging decision making and choice.
- Providing a wide range of age-appropriate learning experiences which are both exciting and challenging.
- Offering opportunities to work co-operatively alongside others, develop friendships and respect for others.
- Providing pupils with experiences of their own and other religious and cultural backgrounds and values.
- Fostering relationships with parents and other professionals.

Further details of our vision and ethos and detailed information about our curriculum offer is available on our website. A leaflet about SEND provision at our school is available to support parents and has been formulated with support from parents to ensure that it covers information that is frequently sought and relevant to them. Our open door policy ensures that staff are always visible and available to help with queries and able to work in partnership with parents so that provision for children with SEND is responsive to their daily needs.

All staff have a responsibility to meet the needs of all the pupils at Newport Infant School.

School staff details are on the website including any particular areas of expertise or responsibility.

Children with identified SEND will usually receive additional support either in small groups, one to one or supported individually within the classroom environment.

The school receives advice from a range of health and educational professionals in order to meet the needs of the pupils with SEND. We work closely with these professionals and colleagues to ensure that we continue to support pupils under the new guidance associated with the SEN Code of Practice.

What training do staff at Newport Infant School have to support children with SEND?



As a school we are committed to ensuring that all of our staff are up to date with local training and guidance and have a breadth of knowledge and skills to support a range of additional needs. We strive to provide bespoke training for staff in response to particular additional needs when we admit a new child so that we can make the best provision for them. Our SENDCO

attends local updates and Professional Development opportunities. Teachers and teaching assistants attend courses to support individual children as necessary. Teaching assistants who run particular interventions or provide bespoke support for a child have opportunities to attend training and are encouraged and supported to update their knowledge and skills regularly. Some staff are trained in the use of Makaton and this is widely used across the whole school. New teachers at the school receive support through their year group teams, access to professional development opportunities and from the SENDCO and newly appointed teaching assistants are supported through weekly teaching assistant meetings and a programme of support that this offers. The Governor with responsibility for SEND has also attended Governor training, and before retirement, she worked as a Learning Support Advisory Teacher so has a whole wealth of knowledge of special educational needs. The SENCO has been suitably trained and has the 'National Award in Special Educational Needs Coordination'. She is also a Severn Leader in Education (SLE) for SEND, and also completes Whole School SEND Reviews for the LA.

How will equipment and facilities be provided to support children at Newport Infant School?

Newport Infants is fully accessible for wheelchair users, being largely on one level and having a wheelchair lift on the one small staircase. Where necessary, access ramps are situated outside



classrooms. We have a purpose-built changing area in our school and disabled toilet facilities.

We have a range of equipment to support children with additional needs that changes in response to the children that we have on roll. We use specialised seating such as



samba chairs and support cushions, sloped working surfaces, laptops and a range of ICT programs or ICT equipment to support children. We have a number of smaller rooms within school that are used for interventions and these are equipped accordingly to support the activities. We work closely with other professionals to provide bespoke equipment to support children with

additional needs when they are admitted to our school or when they are identified as part of our assessment process.

Our SEND policy, Accessibility Plan and Disability & Equality Policy are available to view on our website. The SEND offer at Newport Infant School is also available on the Telford and Wrekin website.

What are the arrangements for consulting parents of children at Newport Infant School and involving them in the education of their child?

At Newport Infant School parents are fully included in the process of working with their children. This includes:

- All parents and families are welcome to visit the school prior to their child starting.
- The SENDCO works with families and other professionals including those from the previous setting to formulate a Transition Plan that will support the move to admission to our school.
- An open door policy for all children at the school ensures that parents are able to communicate with staff every day in order to exchange key messages.
- Termly parent/teacher meetings including any updates from key professionals.
- Termly personalised learning plans (PLPs) are given to parents so they know the targets their children are working on, and the reviews are also sent home.

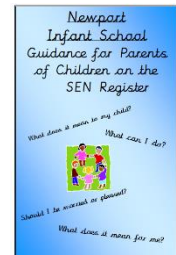
Newport Infant School SEND Personalised Learning Plan Cycle No: Y2 Plan 1 Date: Oct '19
 Level of support: **School / ISF / EHCP** (please highlight) REVIEW Date: Dec '19

Name of pupil: *****	DOB: *****		
Year Group: *****	Class teacher: *****		
Strengths: Big improvements in writing ability and independent skills. Some improvements in attention skills during carpet sessions. Formal: general knowledge Very imaginative Enjoys sharing ideas with the class, very animated Verbally very good, super vocab range	Main areas of difficulties: Can be difficult to respond Finds playtime hard, often prefers to play in isolation or when he does play with others, finds it difficult if they don't want to follow his ideas. Fine motor control, especially letter formation and ability to space work on the page Order motor control Spatial awareness		
Interventions:	Desired Outcome (SMARTA Target)	Staff/Ratio/Outside agency input/ Length	Review:
Handwriting	To form letters c, o, a, and h 11 correctly writing on the line and leaving an one space with 75% accuracy on 75% of occasions To make writing slightly smaller on the line	Daily writing practice of target letters x 5min + 2 Additional sessions with SL/ SC in group of 4 x 30 mins	
Speed Reading	To increase the number of words read on sight, by at least 15 by half term and 25 before the end of term. (20% of Reception, Year 1, and Year 2 Read Words) (Baseline 10 words in Sept)	Daily practice with adult, one to one (2-5 mins)	

Signed: _____ (SENCO) Signed: _____ (Class teacher)

Discussed with parents (Date): _____

- Parents of pupils with an Education, Health and Care Plan are also invited to attend an annual review meeting, at least once a year.
- Parents of children with SEND are invited to 'Coffee Afternoons' each term. These have proved popular and useful to help with knowledge of interventions, support for home and developing friendships with other children with SEND. Sometimes visitors are invited to attend and speak also.
- Support and inclusion in assessments and on-going support provided by professionals from outside of school.
- Parental representation on the Governing Body.
- SEND Parents leaflet to support families when their child is placed on the SEN Register.



What are the arrangements for consulting young people at Newport Infant School about, and involving them in their education?

All young people in our school are treated with dignity and respect. Children with additional needs receive a personalised learning offer to enable them to experience success throughout their school life. We share the PLP with the child, using language they will understand, and we try to engage them to gain their views on school. We also complete 'Pupil Profiles' where pupils are able to give their views.

All About		
Things that make me happy:	My clubs / interests out of school are:	
Things I like to play when I'm at home:	Things that I am really good at:	

Things I find really hard:	Things I dislike:
Something you don't know about me:	Things that help me:
Any other information:	

The assessment and annual review process of EHC Plans includes the views of the pupils.

Regular 'Pupil Voice' activities are undertaken by the Senior Leadership Team, and include pupils from a range of abilities and groups, including those with special educational needs.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Newport Infants?

The process for all complaints is made available in the parent handbook which is updated each year. The complaints procedure is also available on the website.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Newport Infants and in supporting their families?

Support for children with SEND at Newport Infant School is coordinated by the SENDCO and is responsive to the needs of the child.

Class teachers are responsible for the planning of learning and progress of the children in their class. Specific provision and targets are recorded on Personalised Learning Plans, coordinated by class teachers and overseen by the SENDCO. These are used additionally by key support staff for interventions and updated regularly using assessment information from everyone involved with the pupil.

We value the support and advice of all professionals and endeavour to follow their advice. These are some of the agencies we work closely with:

- Learning Advisory Support Teacher (LSAT)
- Speech and Language Therapist (SALT)
- Behaviour Support Service (BSS)
- Occupational Therapists (OT)
- Physiotherapists
- Sensory Inclusion Service (SIS), working with children with visual impairment and hearing loss
- Educational Psychology Service
- School Nurse
- Strengthening Families
- Education Welfare Officer
- The Local Authority SEND Team
- Social Workers
- Family Support Workers
- CAFLS
- CAFCASS
- Information, Advice & Support Service (IASS)

School has a trained Lead Professional – Mrs Pierce (Headteacher), who is able to carry out an Early Help Assessment to access further support from health care professionals and social services such as CAMHS and Family Connect.

With other cluster schools, we also buy our own Family Support Worker who is also trained in EHA and leads on many of our TAF's.

See what people think about us:

Dear Chris and Emma

I wanted to say how much I've enjoyed working with you both at Newport Infants since being your link EP over the last 2 years. You are a great team and have a wonderful, inclusive approach and determination to support children with SEND to the best of your ability, despite the challenges which I know you face in doing so. I know that whoever takes over from me as your link will be just as inspired by your welcome and enthusiasm for working with the EP team.

My warmest wishes to you both and the whole Newport Infants team for every success in the future.

Louise ☺

Dr Louise Carr
Educational Psychologist



“Your children are such a delight to work with. They are so polite and want to learn and get better. I look forward to coming here every week.”

**Lynn
SALTIS Team**

It was my last session at Newport Infants with Alfie today. I wanted to thank you all for your work with Alfie over his time at Newport Infants. You are such a positive, proactive team and have taken on board everything I've thrown at you – plus a fair amount of singing! Alfie has made huge leaps forward in his communication skills, and you (as well as he) can be proud of all he's achieved.

Alys Mathers
Highly Specialist Speech and Language Therapist

Logan has had such a positive experience in education. He's felt safe and confident in the staff and has been happy, so much so that I never had any problems getting him into school (in fact it was more difficult keeping him off when he was ill because he didn't want to miss his education). The school ethos is so positive and inclusive that he didn't feel any different to the other children. Fab all round.

Parents of a child with SEND

I just want to say a massive thank you to everyone at Newport Infants. Charlie has really enjoyed his time here, so much so that he's very upset about having to leave. There hasn't been a day

where he didn't want to go to school and I think that speaks volumes. I'm very fortunate that Charlie has been able to attend this lovely place where everyone are friends. He came very shy and timid but is leaving a confident little boy. I can't say thank you enough for everything this school, staff, teachers have done for us.

Parent of a Year 2 Leaver

We are extremely proud of Alfie's report. He adores coming to school and we can't believe these last three years have gone so fast. We are extremely grateful to you all, every single one of you, for how Alfie has been welcomed onto the school community, accepted and loved for whom he is. I know he (and I) will miss you all dreadfully, but thanks to the firm foundations you have laid, his love of school and learning will continue on into the Juniors and beyond. Thank you for being such an amazing school, that we feel Alfie has been privileged to have attended.

Parents of a child with SEND

What are the school's arrangements for supporting pupils in transferring between phases of education?

All transitions are well-planned for, both when children are admitted to our school from a Nursery or other Early Years/Key Stage 1 setting and when they move on to their Key Stage 2 setting. A Transition Plan may be drawn up with the family and all of the other agencies involved. This identifies the key needs of the child and creates a clear action plan to ensure that the transition is smooth. The action plan is different for every child in response to their needs and is considered to be a working document that can be adapted to meet changing requirements during the transition period. The use of 'Social Stories' are also used to support transition. The SENDCO will also meet with the SENDCO of the feeder schools to discuss SEND pupils' needs and hand over key information.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website of our own school offer for SEND and this links to the Local Offer on the Family Connect pages on Telford and Wrekin's website

<http://www.telfordsend.org.uk/>

If you have any queries or requests for policies or information relating to this report please contact the Head Teacher – Chris Pierce – or the SENDCO Emma Heeley on 01952 386610

Changes Planned for 2022-23

In September 2022, we are taking over the private on site nursery 'Noah's Ark' and it will become part of our school. The SENDCo will spend time in the nursery observing pupils, supporting and training staff and we will bring paperwork in line with school systems.

The Headteacher, Chris Pierce is changing her working week so she is in school on Wed-Fri. Emma Heeley will be the Headteacher on Monday / Tuesday, and will be involved in pupil progress meetings also, which will be good for discussing pupils with SEND.

As a school we have been working closely with the Local Authority to discuss a more specialist SEND resource provision that some pupils in the local area need, and how this provision could be in our school. More details will follow later in the year.