

Stronger Together



BRADGATE
Education Partnership

Newtown Linford Primary School

SEND Information Report

Approved by: Trust Board []
Report produced by: Mrs Laura Kasler [SENDCo]
Review Date: September 2027

**Ambitious
Collaborative
Ethical**



This Information Report has been prepared by Mrs Laura Kasler, SENDCo at Newtown Linford Primary School and approved by the Board of Trustees in September 2026 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

The school makes provision for the following kinds of SEND	At Newtown Linford Primary we endeavour to secure special educational provision for pupils, for whom this is required, that is 'additional to and different from' that which is provided for through a high-quality adapted curriculum and quality first teaching and aims to better respond to the four areas of need, identified in the new Code of Practice Sept 2014: Communication and Interaction e.g. • Difficulties with receptive or expressive language • Difficulties with peer relationships • Attention difficulties • Autistic Spectrum difficulties Cognition and learning e.g. • Memory and sequencing difficulties • Processing difficulties • Difficulties with organisational skills • Fine and gross motor skills • Difficulties in developing certain concepts • Specific learning difficulties including Dyslexia and Dyscalculia Social, emotional and mental health e.g. • Becoming withdrawn or isolated • Difficulty forming and maintaining relationships • Challenging, disruptive or disturbing behaviour • Anxiety
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	• Depression or low mood • Self-harming behaviours • Substance misuse • Eating disorders • Attachment difficulties • Low self-esteem • Issues with self-image • Attention Deficit Hyperactivity Disorder Sensory/Physical e.g. • Hearing impairment • Visual impairment • Mobility difficulties • Fine or gross motor difficulties • Physical disabilities requiring specialist equipment or adaptations • Medical conditions that have a significant impact on access to learning • Sensory needs, under or over sensitivity to sight, sound, smell, touch, taste, and balance and movement. We are currently catering for a range of needs including Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder, dyslexia, dyscalculia, speech, language and communication difficulties, visual and hearing impairment and other general learning difficulties.
The school identifies and assesses SEND by:	A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. A pupil has a learning difficulty or disability if the child: • Has a significantly greater difficulty in learning than most others the same age, which means they require additional and different provision to that which we provide in our standard



	teaching (Quality First Teaching and adaptive teaching). Children who have special educational needs are unable to make progress without this additional and different provision because they have a significant special educational need. • Has a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Pupils are monitored through half termly pupil progress meetings with the Head Teacher, class teacher and SENDCo where appropriate. Where a pupil's progress is causing concern, this may be characterised by progress which: • Is significantly slower than that of their peers starting from the same baseline • Fails to respond to Quality First Teaching and adaptive teaching including small group work • Is unable to make progress without more long term (over a year) specialised support in a small group or 1:1 • Fails to match or better the child's previous rate of progress
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- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs.

The SENDCo is able to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

It may sometimes be necessary for school to work alongside other education and/or healthcare professionals for a diagnosis to be agreed. These professionals may include;

- Speech and language therapists
- Educational Psychology Service
- Community Paediatricians
- Physiotherapists
- Occupational Therapists
- Specialist Teaching Services
- Autism Outreach Support Team
- Specialist school outreach services

Not all children who have received a diagnosis of, for example, ASD or dyslexia, automatically qualify for special **educational** needs support as they may not have a **significantly greater difficulty in learning**, which requires **special provision** which without they **wouldn't make progress**. It depends on the individual child, not the disability or disorder.



	<u>What should I do, as a parent/carer, if I think my child may have special educational needs?</u> If you have concerns regarding your child's development or academic progress then please speak to your child's class teacher in the first instance. If necessary, they will then discuss your concerns with Mrs Kasler, our SENDCo. Mrs Kasler, will make an appointment to discuss your concerns and decide, what action, if any needs to be taken. Where a pupil's needs are persistent, the class teacher will complete an initial concerns referral form and arrange to meet with the SENDCo. At this meeting, the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, because of this process, it is clear that different and additional provision is required to meet the child's needs as progress is not possible without it, the child will then be placed on the school SEND register at 'SEND Support'
The school supports SEND in accordance with its policy framework which is set out at:	Our SEND policy has been drawn up in consultation with the staff, parents and governors. It is monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The policy is available on the school's website. In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which shows how the school plans to improve access progressively over time and a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. Where equipment and facilities that are additional to or different from those already provided, the school would contact the relevant health agencies e.g. Occupational therapist, to ensure the appropriate equipment to support the pupils learning in school is available. If a child has a long-term medical condition an Individual Health Care Plan will be drawn up for the pupil alongside the parents and the



	pupil themselves. A copy of our 'Supporting Children with Medical Conditions' policy is available on request.
The school's SENCO's details are:	Mrs Kasler is contactable on the main school telephone number 01530 242 370 or email at office@newtown.bepschools.org Mrs Kasler is in school every Tuesday.
The school's staff have been trained and have expertise in the following areas:	All staff, including support staff, have attended training on Specific Learning Difficulties and Autism. Staff have then been able to the knowledge and understanding gained to adjust their classroom practice using strategies, ideas and resources to support all learners. Staff working with pupils with highly individualised needs have had specific training from external agencies in Autism, Social and Communication skills, occupational/physiotherapy programmes, Speech, language and communication, hearing and visual impairments. Mrs Kasler - our SENDCo - has 17 years of primary school experience and over 10 years of experience as a SENDCo. She holds the National SENDCo Award and is also a qualified play therapist.
The school will secure equipment and facilities for pupils with SEND by:	<u>How will my child be supported once their needs have been identified?</u> Once a child has been identified as having Special Educational Needs children and their families are supported in the following ways; <u>SEN Support</u> The class teacher will produce an individual adaptive teaching profile, which outlines the pupil's individual needs and ways in which their teaching and learning will be adapted to meet these needs. This includes information of any interventions being put into place. These will be shared with parents/carers. All pupils on our SEND record also have a one-page profile. Over the page is an example for you to have a look at. One Page Profiles



are completed by the class teacher or Learning Support Assistant (LSA) with the pupil. We find them useful in helping us to learn important things about our pupils; things which we would otherwise never have known. Furthermore, taking the time to find about these things can be powerful in helping pupils to form relationships with key adults.

Pupils' progress is monitored through termly assessments and through regular discussions between school staff.

Parents/carers will be invited to meet with the class teacher for a SEND provision review once each term. This can be in person or over the phone. These reviews are commonly carried out as part of parents' evenings. However, the school does have an 'open door' policy where parents can come and speak to us at any point regarding their children's needs.

More information about SEN support can be found at:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEND Intervention Funding and Education Health and Care Plans (EHCP)

The needs of the majority of pupils on our SEND register can be met through SEND support (high quality teaching and targeted interventions). However, some pupil's needs are more complex and/or pervasive and may be SEND Support is insufficient to meet their needs. In these cases, our SENDCo may apply for higher needs funding from the local authority. This funding enables us to offer additional support to a pupil, individualised to their specific needs.

Higher needs funding can be given in two forms:

SEND Intervention Funding - This is time-limited funding which is given to support a pupil for a particular period of time. Commonly this



period of time is two terms to an academic year. This was previously known as Top Up Funding.

Education, Health and Care Plans (EHCP) - This is a legal document that describes a pupil's special educational, health and social care needs. It explains the extra help that must be given to meet those needs and how that help will support the pupil to achieve what they want to in their life. An EHCP must be reviewed every year. If a pupil requires it, then they may keep their EHCP until they are 25 years old. In order for a child to have an EHCP, the school must apply to the local authority for an EHC Needs Assessment.

Generally, we apply for an EHC Needs Assessment if:

- The child has a disability which is lifelong and which means that they will always need a high level of additional support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- The child fits the 'Criteria for Assessment' outlined by SENA. For more information follow the below link and click '*Providing for the needs of children and young people with SEND*'.

<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>

The school can apply for higher needs funding but it is the local authority who make the decision whether or not to provide it and how much to provide.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan.



Specific Interventions / Provisions

As part of your child's adapted teaching and learning they may be supported by a specific intervention, this may be individually or as part of a small group of children of a similar ability. These may include a particular resource that helps to facilitate access to classroom learning.

These interventions last for a specific amount of time and children's progress is monitored and reviewed carefully. Your child's progress will be discussed with you at their SEND review. The interventions will be run by a Learning Support Assistant or ELSA/Pastoral Assistant that has had the appropriate training and is supported by the SENDCo and Class Teacher.

The interventions that we provide include:

Area of Need			
Communication & Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
Social Communication Group	Literacy: Talking tins	ELSA (Emotional Literacy Support Assistant)	Sensory Circuits
Speech and Language Therapy (SALT)	Reading Wise Intervention	Relax Kids	Sensory toys: Wobble cushion
ELSA	Daily or Small Group Readers	Visual Timetable	Wedge cushion
TalkBoost	Comprehension Intervention	The Amazing 5-Point Scale	Fidget toys
			Chew toys



		Precision Teaching	Zones of Regulation	Screen
		Catch Up Phonics	Social Communication groups	Pencil grips
		Phonics Intervention		Easy to grip scissors
		Handwriting KS1		Gross and Fine Motor Intervention
		Handwriting KS2		Vision Resources:
		Maths:		coloured overlays
		Over-learning opportunities		glass reading dome
		Small Group Arithmetic		glass reading stick
		Pre-teaching		coloured paper
				coloured dry-wipe boards
				printed copies of IWB lessons
<u>How will you help to support my child's emotional and social development?</u> Our school has a qualified ELSA (Emotional Literacy Support Assistant). Our ELSA provides excellent support for our children in				



school and is regularly supervised by the Educational Psychologist who trained them. They mainly work with children individually or sometimes in small groups.

Our ELSA supports children in:

- Loss and bereavement
- Emotional Literacy
- Self-esteem
- Social Skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety and worries
- Bullying
- Conflict
- Emotional Regulation
- Growth Mindset
- Social and therapeutic stories
- Problem solving

The following criteria help the Trust, Head Teacher and SENDCo to evaluate the success of the education and SEND provision that we provide:

- The existence of accurate, up to date record keeping.
- Feedback from parent and pupil questionnaires.
- Parental requests for the school to be named on the pupil's Education Health and Care Plan (EHCP).
- The number of pupils for whom a statement/EHCP of SEND is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports and SEND audit processes.
- Inclusion of SEND issues in development planning.



- Feedback from pupils and parents.
- Attendance/involvement/leadership of training courses by all staff.
- Analysis of pupil attainment (e.g. Progress over time, tracking progress).
- Evaluations of monitoring carried.
- Classroom observations by the SENDCo/Head teacher.

Adjustments in budget allocation to reflect changing needs

How accessible is the setting both indoors and outdoors?

The school is built on two floors, with the staff room and Lady Jane Class (Years 5 and 6) being located on a second floor so that access via stairs is required. The main school building offers wheelchair access to the main entrance through Bradgate classroom. The main school building has an accessible toilet. All year groups can be relocated to take account of the specific needs of an individual should this be necessary.

Where relevant we take advice from both the hearing and visual impairment services as to which classrooms would be most suitable for individual children for the following academic year according to their need.

Where equipment and facilities that are additional to or different from those already provided, the school would contact the relevant health agencies e.g. Occupational Therapist to ensure the appropriate equipment to support the pupils learning in school is available.

For children with higher level needs, we carry out a risk assessment on the classrooms to make sure they meet that child's needs e.g. doors or high handles on classrooms where children may be a 'flight risk'. Risk assessments are regularly reviewed by the SENDCo and



	Head Teacher and updated as appropriate to account for developing needs.
The school aims to involve the parents/carers and pupils with SEND and will do so by:	At Newtown Linford we value the contribution that parents make to our school policies and procedures through their knowledge and experience and we recognise that parents can provide staff with valuable insight and understanding of their child's needs. Individual Adaptive Teaching Profiles are shared with parents across the school year. Children's progress is discussed and any new strategies/interventions are identified. However, again the school does have an 'open door' policy where parents can come and speak to us at any point regarding their children's needs. At Newtown Linford, we believe that children are experts in their own experiences. We recognise that listening to pupils and involving them in decisions about their support not only promotes self-advocacy and confidence, but also ensures that provision is meaningful and effective. Pupils co-write their one-page profiles with their class teacher or LSA to ensure that their voice is heard and shared. These profiles reflect the child's strengths, preferences, and the strategies that help them succeed. Children are invited to SEND review meetings and EHCP annual reviews where appropriate, and their views are always recorded in a way that is accessible and appropriate to their age and level of understanding. <u>What should I do, as a parent/carer, if I think my child may have special educational needs?</u> If you have concerns regarding your child's development or academic progress then please initially speak to your child's class teacher. If necessary, they will then discuss your concerns with Mrs Kasler, our SENDCo. Mrs Kasler will make an appointment to discuss your concerns and decide, what action, if any needs to be taken. Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCo.



	At this meeting, the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, because of this process, it is clear that different and additional provision is required to meet the child's needs as progress is not possible without it, the child will then be placed on the school SEND register at 'SEN Support'
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	If you have concerns regarding your child's development or academic progress then please speak to your child's class teacher in the first instance. If you do not feel that a complaint has been resolved satisfactorily then please refer to our complaints policy, which can be found on our school website. At all stages, parents are able to seek advice from the Parent Partnership Service (SENDIASS), who can be contacted on the details below: Telephone: 0116 305 5614 Email: info@sendiassleicestershire.org.uk Website: https://www.sendiassleicestershire.org.uk/get-touch
The school works with other agencies to support school with SEND and their families by:	Newtown Linford Primary has a link to the County School Nursing Team, called 'Healthy Together 0-11', who offer support and advice to parents and school staff. They can be contacted via their helpline number on 0300 300 3001 or via the school. Health referrals are made to the Leicestershire NHS Partnership Trust. The school can refer children to these services following concerns from parents and/or staff in school. Key areas which the School Nursing Team help with include behaviour, sleep difficulties, continence and anxiety. If necessary, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made



	by designated members of school staff to organisations such as 'Family Help' when deemed appropriate. We also work with the following services: Educational Psychology, Speech and Language Therapy, Visual Impairment and Hearing Impairment specialist teams, Occupational Therapy and Autism Outreach Team. If a school referral to these services is necessary they are made by the school after discussion with parents/carers. Where necessary we seek advice, support and training from our local special schools including Dorothy Goodman in Hinckley, Oakfield Short Stay School and Ashmount Special School in Loughborough.
The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	The school can support parents in accessing or providing contact details for other support services. The following links can also be used to access further information and support: • Information about SEN in Leicestershire Schools and SENA (Special Educational Needs Service) can be found at https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena • Support regarding dyslexia can be found at https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences • Support and information about autism can be found here https://www.autismeducationtrust.org.uk • Information about the changes to the law in 2014 can be found here: https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents • Support and information about more specific SEN issues can be found here: https://www.netmums.com/support/special-needs-support



	• SEND Information, Advice and Support Service (SENDIASS Leicestershire). You can get advice, information and someone to speak for you if you're having difficulties with getting your child the help and care that they need. https://sendiassleicestershire.org.uk/ Telephone: 0116 3055614 • Information about the school nursing team and the support that they offer to parents can be found at: https://www.leicspart.nhs.uk/service/healthytogether/ • Autism Outreach Service. Telephone: 0116 3059400. Email: AOSTraining@leics.gov.uk • Independent Parental Special Educational Advice (IPSEA). The IPSEA offers independent legally based advice, support and training to help get the right education for children and young people with special educational. www.ipsea.org.uk • The Local Authority now publish a termly newsletter - Leicestershire Local Offer Newsletter. If you would like to receive this then please email leicestershirelocaloffer@leics.gov.uk to join the mailing list. • Educational Psychology Service Leicestershire. Website address: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-specialist-services/educational-psychology/about-educational-psychology. Telephone: 0116 305 5100 (Tue-Thu). Email: psychology@leics.gov.uk • Vision Support Team and Hearing Support Team Leicestershire. Please contact the Specialist Teaching Service on 0116 305 9400 who will direct your enquiry. • Leicestershire SENA - Special Educational Needs Assessment and Commissioning Service:
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	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/get-help-with-your-childs-progress/contact-our-sena-service
The school works on transition arrangements for pupils joining or leaving the school by:	We have close links with our feeder settings and secondary provisions to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer. Newtown Linford has a comprehensive transition into Early Years. Children have multiple visits, beginning with parents and then finishing with their Year 6 buddies. Parents and early years providers are asked to provide details about the pupil's progress, strengths, weaknesses and any Special Educational Need or Disability. Where there has been involvement with the Early Years Inclusion team a transition meeting is planned with the parents, teacher and SENDCo prior to starting school. In the term before transfer to secondary school, a member of each secondary school's SEND team meets with the Year 6 teachers, the SENDCo and, in some cases, the Year 6 children with SEND to discuss and prepare for transition. Newtown Linford ensure that all SEND information is fully shared with secondary school staff to support an effective and smooth transition. Pupils with SEND may be offered additional visits to their new secondary setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them.
The Local Offer produced by Leicestershire Local Authority is available at:	Newtown Linford Primary School has published our SEND information upon the school's website and details can be found within our 'SEND Information' section. We aim to help children, young people, and parents/carers to find information and support as smoothly as possible. This information will therefore be accessible to children, young people and their



	parents/carers directly from our school website at: https://www.newtown.bepschools.org/ Our school intends to closely align itself to the local authority's local offer. Information about the Leicestershire's local offer regarding SEND can be found at: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability The aims of Newtown Linford Primary School are based on the values derived from the Statement of Principles adopted by the DfE Code Of Practice for SEND.
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