



# Newtown Linford Primary School

## SEND Information Report

For pupils with Special Educational Need and Disability (SEND) At Newtown Linford Primary School we strive to support all children to enable them to achieve at school. There is a shared expectation that all pupils including those with special educational needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. To do this many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

Intervention
Access to learning and the curriculum
<b>Strategies/programmes to support speech and language</b> <ul style="list-style-type: none"><li>• Speech and language therapist advice followed by teaching staff</li><li>• Access to experienced speech and language teaching assistants</li><li>• Specific differentiation or modification of resources eg; use of symbols</li><li>• Guided speech and language group work delivered by support staff following speech therapy advice</li></ul>
<b>Strategies to support/develop literacy inc. reading</b> <ul style="list-style-type: none"><li>• Adapted tasks and resources</li><li>• Focused, small group guided sessions including reading</li><li>• Small group intervention programmes, for example focussing on comprehension or phonics</li><li>• Booster classes where appropriate in Year 6</li><li>• Opportunities for alternate ways of recording, other than writing such as 'Clicker 6'</li><li>• Additional tutoring</li><li>• Toe by Toe intervention</li><li>• Reading wise intervention</li></ul>
<b>Strategies to support/develop numeracy</b> <ul style="list-style-type: none"><li>• Small group/individual support for example with additional practice for number bonds or tables</li><li>• Flexible working groups within the classroom</li><li>• Use of small visual apparatus to support kinaesthetic learners</li><li>• Use of intervention materials for small groups</li><li>• Use of intervention materials on a one-to-one basis such as 'Plus 1' and 'The Power of 2'</li></ul>



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### **Access to learning support staff**

- In core subjects
- In practical subjects
- For group work

### **Provision to facilitate/support access to the curriculum**

- Some small group/individual withdrawals depending on need
- Personalised activities as appropriate
- Access to resources to aid learning such as small apparatus to help with counting in maths and 100 squares
- We have a range of ICT equipment including iPad, laptops, cameras and recording equipment to support children in recording their work in alternative ways across the school environment
- Access to Clicker 6 - talking text software to support literacy skills

### **Strategies to support/develop independent learning**

- Visual timetables for class/individual need
- Our Working Walls have examples of teacher models to support independent learning
- Homework club
- Vocabulary displayed in classrooms
- Word mats
- Personalised activities
- Scaffolded writing plans

## Pastoral support

### **Strategies to support the development of students' social skills and enhance self-esteem**

- Small group programmes such as Talk boost
- The Boxhall Profile
- Social skills groups
- Relax Kids- emotional regulation support

### **Mentoring Activities**

- Nurture chats by Learning Support Staff
- In class strategies such as talking partners are used
- 'Buddy Corner' in the playground at lunchtime
- Peer Mentors

### **Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)**

- Transition support and visits to support the transfer to secondary school



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- Regular contact and liaison with parents as necessary
- Open door policy
- 'Buddy Corner' at lunchtime
- Peer mentors
- Relax kids- emotional regulation support

### **Strategies to support/modify behaviour**

- Positive behaviour strategies (in line with the behaviour policy)
- The Boxall Profile

### **Support/supervision at unstructured times of the day including personal care**

- Break time – safe haven
- Lunch time – safe haven
- Trained staff supervising during break periods
- Reminding children to visit the toilet frequently
- Buddies play with younger children at playtimes
- Lunch time clubs
- Structured activities during lunch time play

## Planning and assessment

- Teachers plan daily lessons to meet the needs of all pupils in their classes to promote learning for all
- Teachers also plan additional provision for small groups to support learning needs
- Teachers assess pupils daily to see how they are accessing their learning. For pupils with SEND they apply the criteria for access arrangements for pupils taking externally marked or moderated tests
- SEND children will have an Individual Child Record which is annotated regularly by the class teacher
- All SEND children undergo baseline assessments to determine the appropriate provision for them

## Liaison/communication with professionals/parents, attendance at meetings and preparation of reports

### **All parents receive a full school report each year.**

- If parents require a separate copy (for example with separated parents) this can be arranged via the school office
- There are termly opportunities for all parents to review their child's progress at Sharing Learning sessions or open afternoons
- There is an open-door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters



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- For pupils with Pupil Profiles the SENCo will contact parents termly to review progress and discuss new targets
- For pupils working with outside agencies parents will be invited into school to meet with these outside professionals to understand the nature of work taking place.

### Access to medical care

- Care plans for pupils with medical needs
- Trained staff in basic first aid, care for pupils with epilepsy and anaphylaxis (EpiPen)

The following link will direct you to the Leicestershire County Council's Local Offer. This site brings together information with regards to a wide range of services and support available for children and young people aged 0-25 with Special Educational Needs and/or Disabilities (SEND).

[http://www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)