



SEN Local Offer (SEN Information Report) 2024-2025

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Written by	Updated by Kirsten Kennedy (SENCo) – September 2024
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Newtown Linford Primary School SEN Information/Local Offer

- Newtown Linford Primary School is a mainstream primary school in Leicestershire. We believe that with the co-operation and support of parents, staff and governors, we are committed to being a caring and inclusive school. We aim to deliver a world class education where learning and teaching are exciting, challenging and creative within a safe, nurturing environment.
- We endeavour to promote self-esteem, independence, resilience and self-motivation. We aim to assist pupils in developing skills to become independent life-long learners who will succeed and contribute responsibly in the global community.

Our Aims:

- To promote understanding, fairness and respect for other people's race, beliefs and cultures
- To create a happy, safe, caring school with equal opportunities for all
- To provide a world-class creative curriculum which inspires and motivates young people
- To develop lively, enthusiastic enquiring minds who can work independently and solve problems
- To enable pupils to feel pride in their efforts and develop confidence, resilience and resourcefulness
- To enable pupils to achieve high standards in all aspects of the curriculum and help pupils to achieve their true potential
- To promote positive relationships, excellent behaviour and polite, well-mannered pupils
- To develop a healthy life style, where pupils are encouraged to make informed choices

What type of Special Educational Needs are catered for at Newtown Linford Primary School?

- 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 4 areas of need, identified in the new Code of Practice Sept 2014:
- **Communication and Interaction e.g.**
 - o Difficulties with receptive or expressive language
 - o Difficulties with peer relationships
 - o Attention difficulties
 - o Autistic Spectrum difficulties
- **Cognition and learning e.g.**
 - o Memory and sequencing difficulties
 - o Processing difficulties
 - o Difficulties with organisational skills
 - o Fine and gross motor skills
 - o Difficulties in developing certain concepts
 - o Dyslexia, Dyspraxia, Dyscalculia
- **Social, emotional and mental health e.g.**
 - o Anxiety or depression
 - o Low self-esteem
 - o Issues with self-image
 - o ADHD/ADD
 - o Behavioural/emotional difficulties
- **Sensory/Physical e.g.**
 - o Hearing impairment



- o Visual impairment
- o Specific medical conditions
- o Accessing the curriculum without adaptation
- o Physically accessing the building(s) or equipment.
- o 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 disorder, ADHD, dyslexia, dyscalculia, speech, language and communication difficulties, visual and hearing impairment and other general learning difficulties.

Admissions of Pupils With SEND

- Admission to Newtown Linford Primary School will not be refused because of a belief that the school cannot cater for the child's special educational needs.
- Pupils with special educational needs but not an Education Health Care Plan (EHCP/Statement) are dealt with through normal admissions policy – Newtown Linford Primary School cannot refuse to admit a pupil because the child does not have an EHCP/Statement or is being assessed for an EHCP/Statement.
- All Governing Bodies are required by section 324 of the Education Act 1996 to admit to a school a child with an EHCP/Statement of Special Educational Needs if that EHCP/Statement names the school. This is not an oversubscription criterion and such children will be admitted whether the school has a place or not.

My child has a medical condition, how will this be managed in school?

In line with the current Department for Education documentation 'Supporting pupils at School with Medical Conditions' 2014, Governors and staff of Newtown Linford Primary School wish to ensure that pupils with medication needs receive appropriate care and support at School. The head teacher will accept responsibility for members of the school staff giving or supervising pupils taking prescribed medication during the School day. Where possible, pupils should be encouraged to self-administer under supervision. It must be stressed that where prescription drugs are administered it shall be by those members of staff that have volunteered unless medically trained staff are employed at site. It should **not** automatically be assumed that a qualified First Aider will fulfil this role.

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.

How are children with special educational needs identified?

A pupil has SEN 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:

- o 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.



- o 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, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

- The identification of SEN 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 Co-head teachers, class teacher and SENCo 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
- 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.

Parents may also sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

The SENCo is qualified 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 Therapist
- Specialist Teaching Service
- Autism Outreach Support Team

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.

What should I do, as a parent/carer, if I think my child may have special educational needs?

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 Kennedy, SENCo. Mrs Kennedy, 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 SENCo. 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 SEN record at 'SEN Support'.

How will my child be supported once their needs have been identified?

Once a child has been identified as having Special Educational Needs children and their families are supported in the following ways;

SEN Support

- An Individual Child Record will be written for children. This identifies their strengths, barriers, assessment data and targets for this year. It also outlines any in class and intervention support they will receive.
- The support children will require to reach their targets are identified on a provision map and this is shared with the relevant staff members. Personalised provision and/or specific intervention (which may be 1-1 or in a small group) is then put in place to enable the child to achieve their targets.
- Children's progress is monitored through termly assessments and through regular discussions between school staff.
- Individual Child Records are shared with parents at several points across the school year. Children's progress is discussed and any new targets identified. 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.
- Children are invited to the review meetings where appropriate. A child's views will always be heard and recorded at the level appropriate to them.
- Where required children will have a pupil passport written and shared with parents. This identifies where significant additional needs are identified and is shared with those adults in school who will work with them.

For more information about SEN Support:

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

SEN Support Plan

If children are making very little progress, in spite of high quality, targeted support through 'SEN Support' i.e a Learning Plan, and are showing increased levels of need and involvement from external agencies, an 'SEN Support Plan' will be put into place to access resources over and above that the school is able to provide, such as Special Educational Needs Intervention Funding (SENIF) from the Local Authority, which will need to be agreed by the Special Educational Needs Assessment Service (SENA). This may be in the form of extra staffing, ICT support, visual aids etc. according to the needs of the child. Parents, the child and the school will devise this plan together.



An example of an SEN Support Plan can be found here, towards the bottom of the page, titled 'SEN Support Plan – schools and colleges:

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

Education and Health Care Plan (EHC Plan) /Statement

If children fail to make progress, despite high quality, targeted support at SEN support plan level, we may apply for the child to be assessed for an 'Educational Health Care Plan (EHCP)'. Generally, we apply for an EHCP if:

- The child has a disability which is lifelong and which means that they will always need 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.

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

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Specific Interventions / Provisions

As part of your child's 'personalised provision' 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 help 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 the termly/annual 'School Support' 'SEN Support Plan' or EHC Plan 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 SENCo and Class Teacher. They run mainly in the afternoons to minimise disruptions to English and Maths lessons. The interventions that we may include:

Area of Need			
Communication & Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
Social Communication Group Speech and Language Therapy (SALT) ELSA TalkBoost	School Led Tutoring Pixl Therapies Literacy: Talking tins Toe-By-Toe (dyslexia intervention) Reading Wise Intervention	ELSA (Emotional Literacy Support Assistant) Relax Kids Visual Timetable Social Stories The Amazing 5-Point Scale	Sensory Circuits Sensory toys: <ul style="list-style-type: none"> • Wobble cushion • Wedge cushion • Fidget toys • Chew toys • Screen Pencil grips Easy to grip scissors



	Daily or Small Group Readers Comprehension Intervention Precision Teaching Catch Up Phonics Phonics Intervention Handwriting KS1 Handwriting KS2 Maths: Plus 1 Intervention Power of 2 Intervention Small Group Arithmetic Pre-teaching After School Tuition		Gross and Fine Motor Intervention Vision Resources: <ul style="list-style-type: none"> • coloured overlays • glass reading dome • glass reading stick • coloured paper • coloured dry-wipe boards • printed copies of IWB lessons
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How will you help to develop my child's emotional and social development?

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's support 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

How does the SENCo know how effective its arrangements and provision for children with special educational needs are?



Mrs Kennedy, SENCo, tracks the progress of all the pupils on the SEND Record/Register termly through analysing data and teacher assessments, including;

- Intervention programme monitoring on Individual Child Records
- Pupil progress meetings with class and head teacher
- Small steps trackers where applicable
- External agency reports

This information helps to track the progress of individual pupils, whether they are making progress against their targets and if the level of support they are receiving is appropriate to their needs.

- Mrs Kennedy, SENCo, will then compile an audit of pupil needs and the provision map is reviewed and refined. The provision map outlines the level of support required and for how long. It outlines which pupils will be engaged in which intervention programmes. All support staff are trained to deliver the intervention programmes appropriate to the groups of pupils they are supporting. These interventions are then timetabled by Mrs Kennedy alongside class teachers to take place at a time that is least disruptive to their classroom learning. Pre and post intervention assessments are carried out on all the pupils on the SEN Record to ensure the interventions have had an impact on pupil progress
- Mrs Kennedy encourages parents to approach her whenever they have a concern so a suitable time can be arranged to meet.
- Termly SEN Support review meetings with parents, the child and the class teacher take place termly. There is an end of year review in June/July. At these meetings the pupil's current levels of attainment are reviewed and next steps/targets are set. Parents will be able to discuss the best ways in which they can support their child at home.
- Mrs Kennedy meet regularly with the governor who has responsibility for Special Educational Needs, Ms Sandip Binning. This is to provide an update as to which interventions are running, the progress children are making, monitoring that has taken place and any training or meetings that have been held during the term.
- Within the school Development Plan Mrs Kennedy devises targets to focus on certain areas of provision to monitor and evaluate during the year the outcomes of which are used, where necessary, to make improvements to provision and to plan staff training. These areas include policy, pupil progress, the quality of target setting, quality of teaching and support, staff and pupil attitudes, parent attitudes, human and material resources, staff professional development, accommodation and environment.
- Our SEN 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 following criteria help the Trust, head teacher and SENCo evaluate the success of the education 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 statement of SEN.
 - The number of pupils for whom a statement/EHCP of SEN 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 out as part of a Monitoring and Evaluation Action Plan.
 - Classroom observations by SENCo/Head teacher
 - Adjustments in budget allocation to reflect changing needs.
- At Newtown Linford Primary we value the contribution that parents make to our school policies and procedures through their knowledge and experience. Parents are invited to and pupils are involved, where appropriate, in all SEN support review meetings.

How will the curriculum be adapted to meet my child's needs?

At Newtown Linford Primary School 'all teachers are teachers of children with Special Educational Needs'. Pupils are taught in mixed year group classes. There are regular sessions of staff training which focus on a range of areas of need to develop staff understanding and provide them with skills, strategies and resources, human and material, to meet the needs of pupils in their class. Teachers focus on Quality First Teaching and will adapt learning to meet the learning needs of all pupils. A range of learning styles e.g. visual, auditory, kinaesthetic, are also identified and used in teaching. It is expected that within the classroom, equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be provided by the Learning Support Assistants. Class teachers' planning includes where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEN during a sequence of lessons. Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods. Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These grouping may be ability grouped or mixed ability encouraging pupils to support each other. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities.

The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- Adaptive Teaching within a mixed ability setting.
- Intervention programmes guided by a pupil needs audit from tracking pupil progress using data, assessment and reviews, and a 'Provision Map'
- Well adapted curriculum planning which incorporates a variety of learning styles to deliver the curriculum.
- Clear guidelines on behaviour with a structured reward and sanction system.

The school outlines its provision in three stages; Quality First Teaching (provision available to all pupils in school), Focussed Support (provision made for pupils who may need some additional support or intervention to attain age appropriate levels) and SEND Support / EHCP (provision for pupil on the SEN Register including those children who may have an SEN Support Plan or EHC Plan).

How will my child be included in activities outside the classroom including trips?

Pupils with SEN are given the same access to roles and responsibilities as any other child to encourage them to be confident and develop self-esteem. Pupils are represented well, proportionately in after school activities. The School has a very inclusive ethos and there is an Inclusion Policy in place to ensure this remains at the forefront of our future planning.

Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs. The school offers a wide range of extra-curricular activities and clubs.



SEND Pupils are represented in areas of additional responsibilities, such as the school council.

Risk assessments are completed by staff prior to any educational visits and where appropriate parents are invited to participate.

Learning Support Staff provide extra support for pupils with a high level of need at playtime/lunch times

How will I be able to raise any concerns I may have?

If you have concerns regarding your child's development or academic progress then please initially speak to your child's class teacher.

The Special Educational Needs Co-ordinator is Mrs Kennedy. If necessary and after discussion with your child's class teacher Mrs Kennedy, will make an appointment to discuss your concerns and decide, what action, if any needs to be taken. These appointments will either be arranged for before or after school or during the daytime.

Mrs Kennedy is contactable on the main school telephone number 01530 242 370 or email at office@newtown.bepschools.org

What specialist services and expertise are available at or accessed by the setting?

All staff, including support staff, have attended training on Specific Learning Difficulties and Autism. All staff have then been able to use 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.

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 03003003001 or via Mrs Kennedy. Health referrals are made to the Leicestershire NHS Partnership Trust. Mrs Kennedy can refer children to these services following concerns from parents and/or staff in school.

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 'Early Help' when deemed appropriate.

We also work with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing Impaired teams, Physiotherapy, Occupational Therapy and Autism Outreach Team. If a school referral to these services is necessary they are made by Mrs Kennedy, the SENCo.

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.

Mrs Kennedy has extensive experience as class teachers and leaders. We have knowledge of a wide range of special educational needs.

Mrs Kennedy attends the termly SENCo meetings at BEP (Bradgate Education Partnership), SENCO Net (Leicestershire Network Meetings) and SL Cluster (Autism Outreach). Attending these sessions ensures that SEN policies and procedures are monitored and discussed and that we are up to date with any issues or national initiatives about SEND.

How accessible is the setting both indoors and outdoors?



The school is built on one level with the staff room and Old John Class 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 a disabled 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.

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 SENCo 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 yearly 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'.

What should I do if I have a complaint?

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCo or Head Teacher who will either contact you by telephone or arrange a meeting. If necessary the parents may complain to the governors, our SEND Governor is Rebecca Miles. If they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

The governors will seek advice and support regarding SEND issues whenever appropriate to ensure the safety and smooth educational running of the school for all pupils, staff and parents. External agencies such as health and social services bodies, local authority support services and voluntary organisations may be approached in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. Contact with such agencies will be made via our internal controls and by the using sendirect.org.uk as appropriate. (See further details below)

What other support services are there who might help me and provide me with information and advice?

The SENCo, Mrs Kennedy, can support parents in accessing or providing contact details for other support services. Newtown Linford Primary School already works closely with a range of external services

- Speech and Language Therapy Service
- Educational Psychology service
- The Hearing Impaired Service
- The Visual Impaired Service
- The Autism Outreach team
- The Outreach Support team at Dorothy Goodman



- The Outreach Support Team at Oakfield (Oakfield Inclusion Forum and Request for Advice for more challenging behaviour)
- Ashmount and Forest Way Special Schools
- Social Care
- Leicestershire NHS Partnership Trust via the FYPC
- Early Help
- Occupational Therapy service
- Physiotherapy Service
- Supporting Leicestershire Families
- 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>
- Support for parents, independent of school can be accessed at <http://www.sendiassleicester.org.uk>

How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?

We have very 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 team a transition meeting is planned with the parents, teacher and SENCo prior to starting school.
- In the term before transfer the Brookvale Groby Learning Campus SENCo meets with the Year 6 teachers, Year 6 children with SEND and the Newtown Linford SENCo to discuss and prepare for transition.
- Pupils with SEND make additional visits to their new setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them. Parents and children on the SEND Register are also invited to a meet the SENCo evening.

Where can I find the local authority's Local Offer?

Newtown Linford Primary School has published our SEND information upon the school's website and details can be found within our SEN section under "local offer," 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: www.newtownlinfordprimary.co.uk



Our school intends to link closely and align itself to the local authority local offer and information about the Leicestershire's local offer regarding SEND can be found at www.leics.gov.uk. 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.