

NEWCOMEN PRIMARY SCHOOL

'BELIEVE ACHIEVE SUCCEED'



INFORMATION REPORT

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Headteacher: Miss Kinga Pusztai

Signed: _____ Date: _____

Review Date: September 2025

Context

Newcomen Primary School is a larger than average primary school. The proportion of pupils who receive special educational needs and/or disabilities support is 18.5% compared with the national average of 18.4% - June 2024. At Newcomen, pupils are continuing to achieve significantly higher standards than 'others' nationally and well exceed the government's current floor standards.

At Newcomen Primary School, our values reflect our commitment where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued working in partnership with parents and carers. We work hard to ensure there are no 'invisible' children here, recognising and celebrating everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This document follows guidance from:

- SEND Code of Practice 0-25 Years Section 6.
- Special Educational Needs and Disability Regulations 2014, regulation 51 Schedule 1.
- Section 69 of the Children and Families Act 2014 and reference to the Accessibility Plan, which complies with paragraph 3 of Schedule 10 to the Equality Act 2010.

Identification of Needs

How does the school identify children with special educational needs and /or disability?

- Liaison with previous school or pre-school setting.
- Concerns raised by the teacher: for example, changes in behaviour or issues around self-esteem that are becoming a barrier to a child's learning and having a negative impact on wellbeing.
- Concerns raised by a parent/carer.
- Where pupils are falling behind or making inadequate progress given their age and starting point, they are given keep-up support. At this early stage, there will be a discussion between the SENDCo and teacher to consider whether a pupil may have Special Educational Needs and/or Disabilities.
- Evidence is gathered in a variety of ways. If necessary, liaising with health professionals once a two-year-old developmental check has been carried out. Nursery staff, when carrying out home visits, are able to assess children informally and begin to implement a programme of support if needed. The Early Years Foundation Stage (EYFS) staff carry out regular pupil observations to inform them of the child's development and individual needs. Early response to a concern and early identification and intervention are key to helping children to reach their potential. Within the first six weeks of starting Reception, every pupil completes a Baseline Assessment. At the end of the summer

term, Reception staff complete the EYFS profile for all pupils. All pupils' development is assessed against the 'Check Points' in Nursery and Reception throughout the Early Years journey.

- If it is thought that children are making inadequate progress in any of the four areas of SEND: Communication and Interaction, Cognition and Learning, Social, Mental, Emotional Health or that they have Sensory and/or Physical and Medical needs, teachers share their concerns with the SENDCo who will refer the pupil for further observations and assessment of needs.
- Liaison with external agencies.
- Parent/carer permission is always sought before an outside professional is invited into school to work with a child.
- The benefits of early identification are widely recognised, identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

How do we involve parents in planning for those needs?

- We work in close partnership with our parents. If parents/carers have any concerns regarding their child's progress or well-being initially, they are invited to talk to the class teacher.
- The SENDCo, Mrs Christine Woods can also be contacted with any concerns by phone or by face-to-face appointment if preferred.
- If, despite quality-first teaching, concerns remain over the child's current rates of progress, the SENDCo will be consulted and a decision will be made between the class teacher, SENDCo, headteacher and parent/carer as to the type and level of intervention required.
- Parental consent to register children on the SEND register is sought at the earliest possible stage.
- An Individual Support Plan (ISP) is then written detailing the extra support that the child will receive and the impact school expects this support to have on that child. This is shared and agreed with the parents/carers and pupils.
- Staff have regular meetings with parents to discuss interventions and progress. These are done formally at termly consultation events where ISPs are discussed and reviewed through face-to-face meetings or phone calls.
- Parents'/carers' comments and suggestions are always valued and taken into account.
- If required, the SENDCo will liaise with external professionals for further advice and specialist assessment. This is always discussed with the parents and agreed upon.
- The special educational needs of the vast majority of children can be met effectively within mainstream settings.
- In a very small number of cases, the Local Authority will need to make an Education Health Care Assessment and then consider whether or not to issue an Education Health and Care Plan (EHCP).

Support

Who in the school will support my child and how will this be monitored and evaluated?

- The first principle of the New Code of Practice is that all teaching staff have a responsibility to deliver quality-first teaching using the graduated approach. This means that, if and when, teaching assistants are being used to support a specific need, the class teacher remains ultimately responsible for planning the work and monitoring the effectiveness of the intervention.
- The impact of interventions are monitored and provision adjusted according to need. This is completed by the class teacher in consultation with the key stage leader and SENDCo.
- Lessons are observed and books scrutinised by the headteacher and the senior leadership team to ensure that high quality teaching for all children is being delivered by all staff.
- The headteacher and senior leadership team oversee the progress of all children including those identified as having a special educational needs and/or disabilities.
- The headteacher ensures the SENDCo and class teacher are meeting the needs of those children with SEND. The governing board is updated on matters relating to SEND and changes in legislation in regard to SEND.

How are the decisions made about the type and amount of provision a young person will need?

- Where it is determined that a child does have Special Educational Needs or Disabilities, parents /carers will be consulted, advised and a joint decision will be made to add the child to the SEND register.
- The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put into place and so remove any barriers to learning. This support consists of a four-part process: Assess, Plan, Do, Review.
- When identified as having SEND, strategies to support these children are compiled into an Individual Support Plan (ISP). The ISP sets out short term, achievable targets for that child, the teaching strategies employed and if, and how extra support is going to be deployed.
- The ISP is devised and shared with the parents/carers and reviewed termly. Working in genuine partnership with our parents/carers is of utmost importance to school.
- Detailed individual assessments of each child are carried out at Newcomen Primary School at the appropriate time to make an accurate assessment of Individual needs.
- Interventions are judged for their effectiveness for the individual and provide further information about the precise nature of the needs. Any necessary additional or different provision identified by review is provided in a prompt manner. We recognise that parents are an essential part of this process and value our strong home/school links.
- As deemed necessary, outside agencies may be involved with observing/assessing a

child. This is discussed and agreed upon by the parents/carers prior to involvement and coordinated by the SENDCo who informs the teacher and headteacher.

- The professional involved compiles a report which is sent both to home and school. School then has a duty of care to implement any recommendations and to 'make the reasonable adjustments' that have been suggested. Such recommendations range from purchasing specific equipment such as pencil grips and sloping boards and implementing behaviour strategies specific to that particular child.
- Progress is tracked within school and the progress of children on the SEND register is monitored closely to ensure that they are making appropriate steps of progression.

Curriculum

How will the curriculum be matched to the needs of the young person?



Newcomen Primary School champions a knowledge-based curriculum which is broad and balanced, and which builds on the knowledge, understanding and skills of all children. It is designed to allow our children to develop all important human qualities and dispositions and become successful, independent and motivated learners. Repetition and reinforcement is used to secure learning into our pupils' long term memory. This is part of our agreed shared pedagogy. Rosenshine's 10 Principles of Instruction plays a pivotal role in this. Reading is a priority at Newcomen Primary School. Therefore, we place great importance on teaching phonics, embedding it firmly in EYFS and Year 1. At Newcomen, we follow

the DfE accredited systematic synthetic phonics scheme 'Little Wandle' Letters and Sounds Revised. This well-structured and pace-appropriate scheme allows teachers to easily identify pupils who need further demonstration and practice of certain sounds within the structured session. Through careful observations and reflections, staff quickly identify the rates at which the children are developing and adjust daily practice appropriately. Immediate and focused intervention then takes place through daily, individual and group keep-up sessions. *SEND Foundations for phonics* is a provision for children who are not able to blend and are not yet ready to begin Phase 2 of the Little Wandle programme. Using the 'Graduated Approach' (which underpins Individual Support Plans – ISPs) teaching steps are adapted to meet the needs of each child. For Children who are making slower progress at Phase 2, the Foundations for phonics materials may be used before later returning to Phase 2.

Children who do not pass the year 1 Phonic Screening Test continue to receive phonic 'keep-up' sessions until they can



read with automaticity and confidence. All staff throughout school are fully trained in the delivery of the 'Little Wandle' Letters and Sounds Revised.

Accessibility

How accessible is the school environment?

- Newcomen Primary School was constructed in 2009. It complies with the building regulations as specified in Schedule 10, relating to Disability, of the Equality Act 2010.
- Newcomen Primary School is set out all on one level with no steps or slopes. The Site Manager ensures that the access to the school allows all pupils, including those with special needs and disabilities to enter and leave the school in safety and comfort by ensuring that entrances are well-maintained and clear with appropriate access for wheelchair users.
- There are signposts around school and all classrooms are clearly labelled. This enables children, parents and visitors to navigate the school with ease. There are two disabled parking bays and two disabled toilets on site.
- Any equipment provided is accessible to all children as is any extra-curricular provision.
- Please see our **Accessibility Plan** on the school website for more details.
- This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Parental Involvement

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

At Newcomen, working in close partnership with parents and carers is a fundamental part of our family school. We hold termly parent consultation events where children's progress and attainment are discussed. We also hold open afternoons for parents and carers to enjoy looking through their children's work in the children's learning area. Appointments can be made to speak to the class teacher at any point. At the beginning of each academic year, Welcome Meetings with parents, carers and children are held and curriculum overviews are distributed. School has an open-door policy and the Headteacher, Miss Pusztai makes herself available to parents/carers either face-to-face or by telephone. These meetings cover the areas of learning and national curriculum expectations and detail expected standards. Children have a reading journal which facilitates communication between home and school; some children may have a specific book in which home and school communication can be relayed should this be necessary.

Overall Well Being

What support will there be for the young person's well-being?

- Every class teacher is responsible for making provision for the social and emotional needs of the children in their class.

- We are a Rights-Respecting School with the support of UNICEF. Showing respect, teamwork and a 'can do' attitude is all a part of our children's personal development.
- We are proud to be accredited as a School of Sanctuary. We are committed to ensuring that our students learn and understand what it means to be seeking sanctuary and the difficulties asylum seekers and refugees face. Our curriculum ensures that there are opportunities to learn, understand and take actions around the themes of human rights as well as diversity, inclusion, refuge and migration.
- Pupil voice is a high priority at Newcomen. School Council meets weekly to discuss any ideas/concerns that children have, with representatives feeding back to year groups on a weekly basis and during whole school assemblies. School Council is led by Headteacher, Miss Pusztai and Governor, Mrs Hobday.
- We have strong relationships with external agencies.
- Time4You counselling service. A counsellor is in school two afternoons a week to support children with a range of emotional needs.
- All children's attendance is closely monitored by the school and we place great importance on actively working with parents and carers to promote this essential aspect of school life. During term time and as long as they are fit and healthy enough to do so, we expect all children to attend school every day.
- The school acts to support families in making contact with other agencies who can provide a range of support.
- The school has a policy regarding the administration and management of medicines. A designated member of the administrative team has responsibility for overseeing the administration and management of medicines.
- All support staff hold first aid qualifications; these are updated regularly as required.

Specialist Services

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

All staff at Newcomen Primary School receive regular training in all aspects of safeguarding and child protection. We have a timetable of continued professional learning development in which good practice is shared with all staff. The environment is designed to support children with individual needs e.g. visual timetables, individual work areas etc. as appropriate. We work closely with various external agencies to support individual children's needs.

These include:

- Speech and Language therapists
- Occupational Therapy Service
- Physiotherapists
- The Specialist Teaching Service (Learning, Behaviour and Autistic Spectrum)
- Educational Psychologists
- Children and Adolescent Mental Health Service (CAMHS)
- Time4You Counselling Service
- The LINK (Therapeutic support)

- Daisy Chain
- Emerging from Violence and Abuse (EVA)
- Early Help Team
- Attendance and Welfare Service
- Social Care
- School Nursing Service
- LA Resource and Support Panel
- The Junction

Activities outside of School

How will the young person be included in activities outside of the classroom including school trips?

- All parents/carers are informed of any trips, visits or residential by letter at an early stage.
- Staff visit the locations in question before the planned visit to undertake a risk assessment (signed by the headteacher).
- All children are able to access these visits and reasonable adjustments made to ensure all children can take a full and active role.
- All children are invited to attend The Breakfast Club and after school clubs.
- All extra-curricular planned and delivered to ensure an inclusive ethos.

Transition

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

We recognise that transition can be difficult for children and we take every step to ensure that all phases of transition are as supportive and thorough as possible; this includes both academically and pastorally. We have excellent relationships with our secondary colleagues and ensure an extended transition period for all pupils who would benefit from this. School follows the:

[Transition Programme for Redcar and Cleveland Schools, Settings, Alternative Provision and Colleges 2019](#) (Revised January 2023)

Moving through school

Information will be passed onto the new teacher in advance and during transition meetings. We ensure all pupils and their needs are discussed with staff during our planned whole school transition meetings to ensure specific issues, particularly medical conditions are disseminated. Occasionally, some children may require a social story which can be written and sent home over summer to help prepare children for the changes ahead.

Year Six Transition

By liaising closely with SENDCOs, pastoral staff and members of SLT at local secondary schools, we are able to confidently pass on our children for the next stage in their journey to commence their fast start at KS3. If needed, additional transition time will be identified, planned and actioned to meet the needs of our children.

SEND Resources

How are the school's resources allocated and matched to the young person's special educational needs?

- All pupils' progress is monitored closely to ensure appropriate allocation of available resources.
- The headteacher and the SENDCO discuss all information and ensure resources are allocated to achieve best outcomes for pupils.
- Small group booster classes and 1:1 sessions are provided for children with difficulties in specific areas.
- All resources/training and support are reviewed regularly to ensure the best use of resources within the school.
- School will always ensure appropriate resources are available to support all of our pupils.

Further Contact Information:

- **Headteacher:** Miss Kinga Pusztai (National Leader in Education)
- **SENDCo:** Mrs Christine Woods (National Award for Special Educational Needs Coordination)
- **School Address and Phone Number:**
Newcomen Primary School,
Trent Road,
Redcar
TS10 1NL
Tel: 01642 484318
- **SEND Support Services Redcar and Cleveland** – 01642 304561 / 304503
- **SEND Local Offer:**
Redcar and Cleveland's Local Offer is a free information directory that shows what support or provision is available in our area for children and young people with special educational needs and/or disabilities aged 0 – 25 years old and their families.
Visit: <https://www.redcar-cleveland.gov.uk/children-and-families-services/local-offer>

