

Leicestershire's Local Offer template for schools and colleges

Regulation 3 Special Educational Needs and Disability (information) Regulations (2014)

School / college contact details

Name* Newcroft Primary School

Enter a Postcode and House Number or Name (if possible), then click on 'Find Address'.

Postcode (e.g. LE3 8RA)* LE12 9DU

House Number / Name

Selected Address:

Flat Number / Name

House Number / Name NEWCROFT COUNTY PRIMARY SCHOOL

Street TRUEWAY DRIVE

Town / Village SHEPSHED

Post Town LOUGHBOROUGH

Postcode LE12 9DU

UPRN 100032042693

UPRN 100032042693

If the address cannot be found, please tick here ☐

Telephone number* 01509 503214

Facebook account

Twitter account

Specialism* Primary

Website* www.newcroftprimaryschool.

Age Range of students (start and finish) to include Post 4 - 11
14 onwards where relevant)*

Head teacher / Principal's contact details

Name* Alex Smythe

Email address* asmythe@newcroft.leics.sch.uk

Telephone number* 01509 503214

Inspection details

Date of last inspection* 09 Sep 2014

Outcome of last inspection* Outstanding

School / college information

Do you have a specialist designated unit / additional learning support department?

No

Total number of students with special educational needs and disabilities 20

Total number of students receiving additional 20

learning support

Please select from tick box – Broad areas of need that are supported

Communication and Interaction Cognition and learning Social, Emotional and Mental Health difficulties Sensory and or Physical needs Other Disability or other Medical condition

Please select from tick box - SEND Experience

Asthma Attachment disorder Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) Autistic Spectrum Disorder (ASD) including Asperger's CAMHS Cerebral Palsy (CP) Challenging behaviour Dyscalculia Dyslexia Dyspraxia Epilepsy Hearing Impairment/difficulties Language impairment EAL / ESOL Makaton Mobility training and independent life skills Moderate Learning Difficulty (MLD) Other Physical Disability Self-harming Severe allergies Specific Learning Difficulties (SpLD) Speech and language therapy (SaLT) Speech disorders including i.e. stuttering/stammering Speech Language and Communication Needs (SLCN)

Please select from tick box – SEND accessible services/approaches

Disabled Access Guide dogs allowed Special Diet Special Needs Access

Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND

Children and their families are welcome to visit our setting and meet our staff, we can be contacted by telephone during the session or by text and email outside of sessional hours. Our setting's policies and procedures, along with our Parent Information Booklet outlining support available are on our school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Newcroft Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions

What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?

At Newcroft we have a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Newcroft Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be. We regularly track pupils' progress and analyse data to identify if there is evidence that a pupil is not making expected progress.

Along with pupil tracking, any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on going assessments
- EYFS/KS1 results
- In house testing and assessment

If a concern is raised then the class teacher would talk to you about your child's progress and suggest ways in which you could help at home. Additional support in class or through a targeted intervention group will be provided. If difficulties persist, the SENCO may become involved. At this point, there may be a need for more specific assessments in school. The SENCO will discuss the next steps with you and your child.

A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is ongoing as it is for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- make little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- present persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional 'in school' tests are used to help us identify the specific need of the child.

The class teacher and SENCO will communicate closely in order to provide a targeted approach to supporting your

child with

any difficulties. All staff have knowledge, skills and experience working with children with SEND and are trained to identify pupils who may have more specific needs (eg Dyslexia, Autistic Spectrum Difficulties). The school can also seek quality support and advice from other specialist agencies such as Autism Outreach, The Specialist Teaching Service, Speech and Language Therapists and the Educational Psychologist Service. If required, after consultation with parents, school will seek to involve and work in partnership with these outside agencies to identify children with SEND.

We need information about the policies you have in place for making provision for pupils with special educational needs and disabilities. We need this information for pupils regardless of whether they have Education Health and Care (EHC) Plans or not.

How will you evaluate the effectiveness of your provisions for these pupils?

If your child is identified as having SEN, in addition to in class support, the specific support needed to address your child's area of need will be provided. Interventions are provided in a variety of areas including: reading, maths, writing, speech and language and social skills. If your child has an EHCP (Education Health Care Plan) or a Statement of Special Educational Needs, we will put provision in place as outlined in that plan.

Class teachers, working with the SENCO, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEN. School Governors and Subject Leaders are also involved in this monitoring process. In addition, a record of all additional support and outcomes is kept. To monitor the effectiveness of additional support for children identified as SEN a group or individual support plan will monitor whether they achieve targets for progress

What arrangements do you have for assessing and reviewing the progress of these pupils?

We meet with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Some pupils may require an individual support plan, a copy of which will be sent home, and some children will have a speech and language plan with targets that will be sent home. The targets on these plans will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENCO if they have any concerns. Regular contact is kept between parents and teachers through the home school

diary. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

What is your approach to teaching these pupils?

Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and take into account ability and different ways in which pupils learn. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement.

This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable

pupils and their knowledge of SEN most frequently encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

How will you adapt the curriculum and learning environment for these pupils?

As a Pathway School, the school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for disabled, changing and shower facilities. Staff are highly trained and have experience of working with a wide range of agencies.

The accessibility plan is updated annually and is available from the website. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEN pupils (e.g. enlarged texts, reading books, maths equipment, ICT). We group pupils according to their needs and regularly review groupings in order to respond to pupil progress.

How will you provide additional support to aid the learning of these pupils?

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENCO; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils.

Our aim is to provide enough help to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

What activities are available for these pupils, in addition to those available in accordance with the curriculum?

We provide a range of extra curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required.

What support is available for improving the emotional and social development of these pupils?

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and school leadership team monitors happiness and wellbeing through pupil interviews and surveys.

Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. nurture groups) and progress monitored.

There is also a pastoral team in school who are available for children to discuss worries and concerns with. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we will make arrangements by implementing a care plan.

Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

Special Educational Needs or Disabilities (SEND) contact details

Title:	SEN co-ordinator
Name:	Louise Hunt
Telephone:	01509 503214
E-Mail Address:	lhunt@newcroft.leics.sch.uk

Please answer the questions below about the support you offer to children and young people with special educational needs or disabilities.

Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher.

However if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCO or head teacher. The SENCO at Newcroft Primary School is Louise Hunt.

What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEN. Training needs are identified by staff themselves or by SENCO to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.

The SENCO regularly attends LA briefings and Symphony Primary Partnership meetings to keep up to date with local and national developments and to share best practice.

We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language
- Educational Psychologist
- Specialist Teaching Service
- Community Paediatricians
- Health Visitors/School Nurse
- Autism Outreach Service
- Child & Adolescent Mental Health Service
- Family Support Worker

How will equipment and facilities, to support these pupils, be secured?

Accessibility of the school is reviewed annually as part of our Accessibility Plan. The school is on one story and ramps are in place to enable movement around the school for wheelchair users.

Additional equipment to support children with their needs will be sourced as needs arise.

What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?

We believe that it is of paramount importance to involve all parents in their child's education.

We hold parents evenings in the Autumn and Summer terms for all children and an additional review meeting in the Spring term for children with SEND. This additional meeting can be held with the class teacher, SENCO or both.

We provide a midyear report in the Spring term and a comprehensive written report in the Summer Term.

We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home school diaries and phone call discussions. Parents are welcome into the building at the end of the day to look at their child's work or learning journey.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

We encourage pupils to contribute their views about their needs and comment on the support they receive.

We do this by pupil interviews and pupil surveys.

Pupils are encouraged to put themselves forward as School Council Representatives and House Team Captains, so they have the opportunity to be involved in making whole school decisions. Pupils are involved in the targets set on their support plans and encouraged to reflect on these.

What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?

We would encourage parents in the first instance to discuss their concerns with their child's class teacher.

However if the matter is not satisfactorily resolved, they should then make an appointment with the SENCO, Head Teacher or other member of the Senior Leadership Team.

The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEN Governor. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details).

How the governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?

Governors are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEN.

These include access to Health and Social Care Professionals, Voluntary organisations (e.g. STEPS) and Local Authority Support Services as detailed previously.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

If you need support in finding an organisation or support service for your child, please contact Miss Louise Hunt (SENCO) at Newcroft Primary School, who will be happy to help you navigate through the local offer. You may also find the Parent Partnership Service useful or IPSEA.

How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?

At Newcroft Primary School we have 'meet the teacher' sessions during the summer term, to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any concerns.

Open mornings enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff (and/or the Family Outreach Worker) for a planned programme of additional induction. SENCOs liaise and records are passed on.

Children entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre – school providers involve the SENCO and class teacher in preschool meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEN staff who will be supporting children at their new setting.

How do you contribute to the publication of the local authority's local offer?

We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice. The local authority's local offer can be found on their website at www.leics.gov.uk to which Newcroft Primary School's offer is contributed.