Newton-le-Willows Primary School

SEND Annual Information Report

2026-2027

Headteacher: Mrs Chisnall
SENCo: Miss Mercer
SEN Governor: Mrs Charleston
Designated Safeguarding Lead: Mrs Branch
TEL: 01744 678390

Vision Statement

Our aim is for Newton-le-Willows Primary School to be a happy, nurturing, safe school that is ambitious for all our pupils and staff, to enable all learners to fulfil their full potential and succeed through high-quality teaching that supports an engaging, diverse, broad and balanced curriculum. Through this our children will become, resilient, motivated and independent learners and thinkers.

Our Values

Underpinning our motto are our school values which we refer to as **STRIVE**.

They are:

Self-motivation

Teamwork

Resilience

Independence

Vision

Emotional Intelligence

We believe these 6 values (**STRIVE**) help us to '**N**urture the **P**otential to **S**ucceed' and help to develop the whole child into a well-rounded future citizen with a determination to improve the world in which we live. We promote our values throughout the school from Nursery to Reception, through to Year 6.

1. What is the SEND (Special Educational Needs/Disabilities) Information Report?

The SEND Information Report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected. The needs of pupils with Special Educational Needs and/or Disabilities can be met in a mainstream setting wherever possible and where families want this to happen.



At Newton-le-Willows Primary, classroom teachers continually assess the social, emotional and academic progress of children. If they have concerns regarding a child's progress, they will discuss these with the parents/carers and may begin to implement a programme of class-based intervention.

Following discussion with the SENCo, further advice may be sought from external agencies, with parental consent, as part of the Graduated Approach to further explore the child's needs. Areas of need under the SEN Code of Practice (2015) are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or physical needs

Each term, Pupil Progress meetings are held with Class Teachers/Year Group Leaders from each year group and members of the Senior Leadership Team. Individual attainment and progress are scrutinised, and decisions are made as to any further support needed by a child.

2. Who is the best person to talk to about my child's difficulties with learning/SEN?

Following the guidance set out in the Newton-le-Willows Primary School SEND Policy, parents/carers are in the first instance encouraged to discuss any concerns with the child's class teacher.

Parents/carers can also arrange informal/formal discussions about their child with the SENCo (Miss Mercer).

3. How will school staff support my child/young person?

Newton-le-Willows Primary School follows the Graduated Approach of Assess-Plan-Do-Review (APDR). This ensures that support is continually reviewed and adapted to meet pupils' needs.

Stage 1

Your child is supported through Quality First Teaching (QFT) strategies and interventions. The progress will be discussed with yourself and class teacher at key stages throughout the academic year. Initial concerns would be raised with yourself and monitored. Your child will also be discussed through procedural progress meetings in school and with School SENCo. Your child will be placed on the school Monitoring Register. This means we are monitoring your child's progress more closely, but they have not been identified as requiring SEND Support at this stage.

Stage 2

Targeted support will be put into place. This could include additional group work/intervention and observations. Your child will continue to be monitored Where limited or no progress is made, this may lead to a meeting with SENCo to discuss a potential referral to a specialist service to request further assessment/ advice/support

Stage 3

Where a pupil is identified as requiring SEND Support, they will be placed on the school's SEND Register following discussion with parents/carers. Provision, outcomes and support will continue to be planned and reviewed through the Assess-Plan-Do-Review process in partnership with parents/carers.

Stage 4

If progress is limited and your child requires a higher level of support, an application for additional funding to support needs or a request for an Educational, Health and Care Plan (EHCP) will be considered and made if appropriate to the child's needs.

4. How will the curriculum be matched to my child's needs?

Class teachers adapt planning and teaching to meet the needs of all children in their classes. This is carried out through careful observation and assessment which directly influences planning.

- class teachers audit the social, emotional and mental health needs of their pupils and decide upon the level of support needed.
- if a child has been identified as having a specific learning need, extra support, via 1-1 or small group work, may be implemented.
- where required, additional resources/ specialist equipment, may be needed to support your child's learning journey.

5. How are the schools' resources allocated and matched to the children's special educational needs?

Most children with SEND have their needs met through high-quality teaching, reasonable adjustments and ordinarily available provision before specialist support is considered.

At Newton-le-Willows Primary School, we adapt the support required in each year group with support from our Learning Support Assistants. As a team, we respond to children's individual additional needs and provide support or intervention work as appropriate.

We endeavour to provide resources and expertise to support children proactively and as and when the need arises. Support will always be based on identified needs rather than requiring a medical diagnosis.

6. What happens if my child has a high level of need?

Before a child transitions to Newton-le-Willows Primary School, we endeavour to meet with them and their families to ensure a smooth transition to our school. If a child has a high level of need, we gather as much historical information as possible to further enhance this process.

The school SENCo can access TESSA (Triage for all Educational Support and Specialist Advice) and other external agencies to discuss the needs of SEND pupils within the school. This quality assures the high-quality educational provision that is provided for them and offers further advice and support to meet your child's needs.

In partnership with parents/carers, we work alongside the Local Authority to gain the most appropriate provision for our pupils. This can include applications for 'top-up' funding, an EHCP or further professional advice.
We are committed to providing our staff with training to enable them to support children with a high level of need, for example: advanced autism training, emergency paediatric first aid training, diabetic training and manual handling training.

We offer an open-door policy for parents/carers and therefore welcome you to make an appointment to see your child's class teacher at the earliest convenience.

7. How will the school help me to support my child's learning?

Parents/carers are encouraged to discuss with the child's class teacher ways to support learning at home.

Parents/carers are also signposted to specialist SEND events/courses that are facilitated by the Local Authority or other services to further develop their knowledge to support their child's education at home. This can be accessed through the Team Around the Child (TAC) section of our school website.

At Newton-le-Willows Primary School we encourage our parents/carers to speak regularly to their child's class teacher on an informal basis about their progress in school. We hold more formal Parents' Evenings twice per year. Parents/carers can request additional meetings at any point during the year.

SEND EHCP Outcome Plans, other support plans and the provision agreed through the Assess-Plan-Do-Review process are reviewed at least termly with parents/carers.

Parents/carers and pupils are actively involved in planning, reviewing and evaluating support. Their views are central to decision-making throughout the graduated approach.

We believe that children should be actively involved in decisions about their education and support. Pupils are encouraged to share their views, wishes and feelings in ways that are appropriate to their age and stage of development. This may include discussions with their class teacher, the SENCo, support staff or through person-centred reviews. Their views help to shape targets, outcomes and the support they receive in school.

For children who have an EHCP or receive additional funding, parents/carers will also be invited to an Annual Review (where applicable) to discuss progress and next steps.

8. What specialist services and expertise are available at this school?

Staff at Newton-le-Willows Primary hold qualifications and /or have had training in the following:

- National Award for SEN Coordination (NASENCo)
- Speech and Language (Talk Boost, Makaton, BSL)
- British Sign Language
- Team Teach
- ASD Provision
- ADHD Provision
- Dyslexia Provision
- Attachment Awareness
- Counselling
- First Aid
- Sensory Awareness
- Quality First Teaching
- Diabetes
- Asthma
- Allergy Training
- Manual Handling Training
- Safeguarding

All staff training is monitored and kept up to date regularly, to ensure all our staff are sufficiently skilled.

In addition to the above the SENCo also attends termly update meetings led by the Local Authority.

We also refer to the services of the following multi-agency professionals:

- TESSA: Behaviour, Autism, EAL, Visual Impairment, Hearing Impairment, Educational Welfare Service, Inclusion Officer
- Educational Psychologist
- Speech and Language Therapist
- Neurodevelopment Pathway Community
- Dyslexia First
- CAMHS (Children and Adolescents Mental Health Service)
- School Nurse/School Health

- Diabetes Nurse
- Epilepsy Nurse
- Occupational Therapists
- Ophthalmology
- Physiotherapists
- Paediatric Health Service
- Continence Service
- Barnardo's
- Social Care
- Children's Disability Service
- PACE (behavioural short stay centre)
- Mental Health Support Team
- Virtual School Team (for Looked After Children)

9. What support will be available for my child's overall well-being?

All staff at Newton-le-Willows Primary School have a determination to look after and support the needs of our children and families. Each class teacher is supported by a Key Stage Leader who has responsibility for ensuring the happiness, safety and well-being of pupils within their year group in school.

At Newton-le-Willows Primary School we have a 'Team Around the Child' (TAC) who liaise with families to ensure our children are safe and happy. TAC also closely monitors levels of attendance and meets regularly with children to discuss their views.

We also, when appropriate, utilise the services of external providers such as Barnardo's, CAMHS and Listening Ear.

10. How will my child be included in activities outside of the classroom, including school trips?

All class trips are accessible for all children (based on risk assessments for their needs).

Appropriate risk assessments are carried out accordingly and sufficient staff assigned to children to ensure ratios are adhered to.

If necessary, a key adult will be provided to support your child in fully accessing the trip. In some cases, we may suggest that the key adult be a parent/carer or family member.

If your child has any medical needs, staff will invite parents into school to discuss the administration of medication, and a medication form will need to be completed by parents/carers.

11. How accessible is the school environment?

We continually review accessibility across the school and make reasonable adjustments to ensure pupils with disabilities can access learning and school life.

Further information can be found in the school's Accessibility Plan, available on the school website.

At Newton-le-Willows, we are always happy to discuss individual access requirements and are continually looking at ways to make our building even more accessible.

12. How will the school prepare and support my child when they are starting, leaving the school or moving to another year?

At Newton-le-Willows, we understand how unsettling it can be for some children to start a new school or a new year group. Therefore, we **STRIVE** to make this as smooth and supportive as possible. We have an extensive transition programme that runs throughout school.

Starting Nursery

Open Days are planned to enable parents/carers and children to come and see the school and classroom environment before deciding whether to apply for a place at our school Nursery.

If assigned a place, all parents/carers of Nursery pupils are invited to a 'New Intake Meeting' in summer term each year. This Parent Information Session informs parents/carers about the day-to-day routines of school and any other relevant information.

If assigned a place, staff hold a 'Drop-In session' for all children entering our Nursery Provision to meet with both the parents/carers and the child. This gives parents/carers the opportunity to express any issues or concerns that they may have and usually takes place in June/July.

Staff and/or the school SENCo may in addition to this, complete home visits for all the children who are assigned a place in our Nursery Provision in September each year.

The children can be assigned to a key worker whilst they are with us.

Starting Reception

Open Days are planned to enable parents/carers and children to come and see the school and classroom environment before deciding whether to apply for a place in Reception.

If assigned a place, all parents/carers of Reception pupils are invited to a 'New Intake Meeting' in summer term each year. This Parent Information Session informs parents/carers about the day-to-day routines of school and any other relevant information.

If assigned a place, staff hold an 'Open House session' for all children entering Reception to enable all upcoming pupils to visit school and familiarise themselves with the school/classroom environment. This gives parents/carers the opportunity to express any issues or concerns that they may have and usually takes place in June/July.

A further ‘Drop-In’ session is arranged in September for all pupils starting with us in Reception. Parents/ Carers attend with their child in small groups; to enable the pupils to familiarise themselves with the classroom environment after the summer holidays and give parents the opportunity to discuss any further information they wish to share with school staff before the Autumn Term begins.

Staff in Reception will visit (where possible) and/or the school SENCo will communicate with Private Nursery Providers to discuss your child - this enables a smooth transition process.

In September, after the ‘Drop In’ sessions have taken place, pupils are then allocated an am/pm session for a few days before all pupils in the cohort start full time. This allows school staff to spend more time with pupils in the first few days of school to help build relationships; help them settle and feel comfortable in their environment.

All Years

When starting a new school year all pupils have ‘Meet the Teacher’ days in the Summer Term, as part of our transition programme.

If your child has an additional need, this will be shared with their new class teacher during transition and ‘handover’ sessions which take place in June/July.

Year 6 Transition

Your child will have many opportunities throughout the year to visit local High Schools and, if required, transition can start early.

Once the High School placements have been arranged, transition meetings between the class teacher, Inclusion Team and Head of Year at the High Schools take place to share information.

If necessary and possible, additional transition days can be arranged to support children with additional needs in the form of enhanced transition.

The class teacher will also teach lessons to prepare the children for High School during the summer term – including Personal, Social and Emotional sessions.

Moving to and from a New School

If your child starts/leaves our school part way through their time here, the SENCo will contact the new/old school to discuss any special arrangements that are required for your child.

All records will be sought/passed on as soon as possible.

13. How are the school's Resources Allocated and Matched to a Child's Special Educational Need?

The school's SEND budget is allocated each Financial Year. The money received by school is used to provide additional support and resources dependent on an individual's need.

14. Who can I contact for further information?

The first port of call for any questions or concerns in relation to your child's needs should be directed to the class teacher of your child:

Nursery:	Mrs Davies/Mrs Fisher
Reception:	Miss Bayfield/Mr O'Brien/Miss Spratt
Year 1:	Miss Tyson/ Mrs Ballard/Mrs Herbert
Year 2:	Mrs Rothwell/Mr Pickering/Miss Jones
Year 3:	Mrs Bradford/ Miss Atherton/ Miss Clayton
Year 4:	Mrs Bushell/Miss Dowson/Mrs Porter
Year 5:	Mrs Yates/Mr Chesworth/Miss Dunlop
Year 6:	Mrs Houghton/Mrs McLoughlin/ Mr Evans

Any further queries can be brought to the attention of the Year Group Leaders:

Reception:	Miss Bayfield
Year 1:	Miss Tyson
Year 2:	Mrs Rothwell
Year 3:	Mrs Bradford
Year 4:	Mrs Bushell
Year 5:	Mrs Yates
Year 6:	Mrs Houghton

If you are dissatisfied with the response received from your child's Year Group Leader, please bring this to the attention of:
SENCo: Miss Mercer

In the absence of Miss Mercer (SENCo), please bring this to the attention of a member of the Senior Leadership Team:

Designated Safeguarding Lead:	Mrs Branch
Assistant Head:	Mr Ibbotson
Deputy Head:	Mrs McCormack
Headteacher:	Mrs Chisnall

If concerns cannot be resolved through discussion with school staff, parents/carers may follow the school's Complaints Policy, which is available on the school website. Parents/carers can also access free, impartial advice from St Helens Information, Advice and Support Service (IASS).

St Helens IASS provides confidential, impartial information, advice and support for children and young people (aged 0–25) with Special Educational Needs and Disabilities (SEND), and their parents/carers. The service offers advice on SEND Support, Education, Health and Care Plans (EHCPs), preparing for meetings, mediation, SEND Tribunal appeals and signposting to local services.

Contact details:

- Telephone: **01744 673428**
- Email: **IASS@sthelens.gov.uk**
- Website: St Helens IASS
- St Helens SEND Local Offer: St Helens SEND Information Hub (Local Offer

Parents/carers may also seek support from the Local Authority SEND Team where appropriate.

15. Where can I find out more about services available for children and young people with SEND?

The St Helens SEND Local Offer provides information about the support, services and provision available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0–25, and their families.

The Local Offer includes information about:

- Education, Health and Care Plans (EHCPs)
- Education, health and social care services
- Early years, schools and post-16 education
- Health services and therapies
- Short breaks and leisure activities
- Preparing for adulthood
- Support groups and advice for parents and carers
- SEND Information, Advice and Support Service (IASS)

Parents/carers are encouraged to access the St Helens SEND Local Offer for information about services available locally and to find guidance and support.

St Helens SEND Local Offer:

Website:
https://familyinfodirectory.sthelens.gov.uk/kb5/sthelens/directory/localoffer.page?localofferchannel=0

This SEND Information Report should be read alongside the following school policies, all of which are available on the school website:

- SEND Policy
- Accessibility Plan
- Equality Policy/Statement
- Supporting Pupils with Medical Conditions Policy
- Behaviour & Discipline Policy
- Safeguarding and Child Protection Policy