Newton Primary School

SEND Information Report

Staff member responsible	Miss C. Bignell
Governor/Other responsible	Ms Lewis
Date of Policy	December 2025
Reviewed	Annually

Newton Primary School's SEN Information Report meets the requirement for all schools to publish information on their websites about the implementation of the policy for children with Special Educational Needs (SEN) and Disabilities (SEND).

This information was reviewed and updated Autumn 2025 and is next due to be updated by 30th September 2026.

Newton Primary School is a mainstream primary school with 14 classes. At this school we recognise that all children are different and have diverse learning needs, as a result, we make sure that we tailor all our learning opportunities to meet the needs of individual children. We believe that cheerful, included, confident and motivated children work harder and make better progress. In order to achieve this, many steps are taken to support our children throughout their learning journey.

Within this report, you will find information about the provision which we are proud to offer at Newton in order to support children with Special Educational Needs or Disabilities.

How does the school know if pupils need extra help with learning?

Definition of SEN

The Code of Practice 2014 (Updated January 2015) defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty / disability if he or she: -

a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a

learning difficulty which requires special educational provision will be identified as having SEN.

How will this school identify and assess any SEND learning difficulties?

At Newton Primary School the attainment and progress of all children is carefully tracked and monitored throughout the school year. Teachers evaluate their lessons daily and consider whether individual children are making the expected progress within their lessons. If teachers have any concerns regarding a child in their class, they will discuss these concerns with you the parents and also with the SENDCo and Senior Leadership Team.

Where concerns have been raised, teachers (with the support of the SENDCo) may put in place some appropriate support or a time-limited intervention. If concerns remain after some additional support has been tried, then the child may be added to the SEN Register at the 'SEN support' level. This will allow their progress to be more closely monitored and additional support to be put in place as necessary through a 'SEN Support Plan'. Parents are always informed at this stage and are encouraged to work together with the teacher, SENDCo and child to determine a plan of action to help them overcome their barriers to learning.

How does this school usually support the different types of SEN need?

Newton Primary School is an inclusive school which offers a range of provision to support children with difficulties in the 4 areas of SEN need:

- **Communication and interaction difficulties:** Staff at Newton work closely with NHS Speech and Language Therapists. Our experienced teaching assistants are trained to deliver the programs set by the Speech and Language Therapists.
  We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We work closely with outside agencies and implement the suggestions communicated to us. As well as this, we use our vast range of experience to implement our own strategies to support children. These may include, accessing the sensory room, using movement breaks to regulate and seeking support from a key staff member.

- **Cognition and learning difficulties:** At Newton, we are experienced at supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaptations. This includes children with Specific Learning Difficulties such as Dyslexia (specific difficulties with reading or spelling), Dyscalculia (specific difficulties with mathematics) or Dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. For example, we support pupils by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of high-quality interventions including: Beat Dyslexia, SNIP, Dyslexikit, Memory Fix, Phonics groups, maths catch up groups and basic skills sessions. Please see the complete list of interventions provided in the 'Interventions' section.

- **Social, emotional, and mental health problems:** For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through Social Skills groups, Lego Therapy, ELSA (Emotional Literacy Support Assistant) and counselling sessions, pupil mentoring and general PHSCE lessons. We also provide a limited number of Play Therapy sessions with a fully qualified play therapist, but these sessions are mainly used for children with the most complex needs. We also involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary.

- **Sensory or physical needs:** We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. We have adapted our school building to be accessible for children with physical difficulties, through the use of ramps and via an easily accessible disabled toilet. We also have several disabled parking bays. Where necessary, we make adaptations to the curriculum or environment to make lessons and learning opportunities accessible to all our children. We also hold regular meetings with outside professional agencies (such as Physiotherapists, Occupational Therapists, Specialist Teachers of the Deaf and Specialist Vision Support Teachers) and the parents, to review the equipment and approaches which are in place.

We always endeavour to tailor our support to individual needs so we can maximise progress and enable children to reach their full potential and prepare for adulthood. We follow the '**Assess, Plan, Do, Review'** model. Before any additional provision is made to help a child the teacher, SENDCO and often the teaching assistant agree what outcome they expect following the intervention. A baseline will be recorded which can be used to compare the impact of the extra provision. The SENCO collates the impact data of interventions to ensure that we are only using interventions which are effective. The progress of children with Element 3 Funding or a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Progress data of all learners is collated by the whole school and monitored by teachers, leaders, and governors. Our school data is also monitored by the local authority and Ofsted.

What are the different types of support available for children with SEN?

Newton Primary School is an inclusive school which offers a range of provision to support children with learning difficulties. We follow the Graduated Response as recommended by Cheshire West and Chester Local Authority (CWAC).
The types of support offered include: -

1. Ongoing support from the class teacher via excellent targeted classroom teaching (Quality First **Teaching)** For your child this means that: -

    - The teacher has the highest possible expectations for your child and all pupils in their class.

- All teaching is built on what your child knows, can do, and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific strategies (which may be suggested by the SENDCo or Outside Agencies) are followed.

2. Interventions

A time-limited, high-quality intervention may be used, which may be run in the classroom or another quiet designated area. This may be run by a teacher or a trained teaching assistant (TA) and will usually be delivered to children as part of a small group.

Please refer to the 'Interventions' section for further information about the types of intervention used in this school.

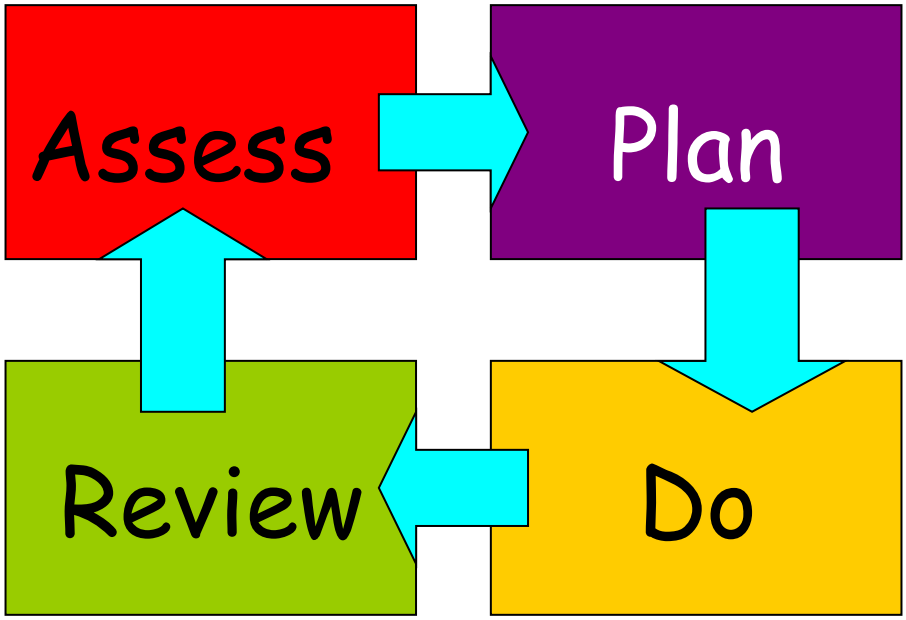
At Newton Primary School, our highly skilled teaching assistants enhance the quality first teaching. There may be times when specific individual support is required to ensure that a pupil can access the learning or to target specific skills.

Examples of additional support which may be offered if appropriate:

- Pre-teaching opportunities
- Small group sessions in and out of class
- One to one session
- Facilitating 'time out' to relieve stress or provide sensory breaks
- Providing intimate care
- Scripting/modelling behaviours
- Support with tasks when adaptation/differentiation is not appropriate
- Preparation for a change of lesson or activity
- Support to break down instructions into a simple step-by-step approach
- Support during unstructured times (playtimes & lunch breaks)

3. SEN Support Plan

For children with more significant learning difficulties, a SEN Support Plan may be put in place. The Code of Practice 2014 describes a cycle of targeted action, focused on improving specific outcomes for individual SEN children.



Assess

When concerns arise, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies) so we can develop an accurate picture of the pupil's needs, attainment, projected targets, strengths, and preferred learning approach.

Plan

After gathering information, a SEN Support Plan will be put together to outline the methods which will be used to achieve specific outcomes. Short-term targets will be agreed which prioritise the key areas of learning which need to be addressed. If external agencies are involved, their advice and recommendations will be included in the support plan. Any actions agreed will take in to account the pupil's strengths as well as their areas of difficulty. In some cases, additional resources may be allocated, including teaching assistant support. This support will be deployed to ensure the pupil makes progress and can engage in lessons and wider school activities. There will be a focus on strategies to help develop independent learning. When devising support plans, as a school we are financially responsible for up to £6,000 of any support provided for individual pupils.

Do

All SEN support plans are working documents and should be annotated to show progress towards targets and if needed, adjustments will be made to the plan to ensure success. It is the class teacher's responsibility to manage the plan and the suggested actions. They are accountable for the

outcomes and therefore should discuss with the SENDCo if they feel the plan is not working, for whatever reason.

Review

All SEN support plans will be reviewed termly as a minimum. In this review all targets will be evaluated, and the views of the pupil and parent will be recorded. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress, the support plan will cease although the child will continue to be closely monitored. For children with more complex needs, termly review meetings will be held with the class teacher, parents, child, SENCO, and any external agencies. Occasionally, when a child meets their targets before the review date, teachers may decide to create another support plan with new targets. In this case the plan would still follow the assess, plan, do review system.

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. An application for Element 3 top up funding from the Local Authority may be made (if the cost of support exceeds the £6,000 threshold which is the school's responsibility to provide).

If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

4. Education Health Care Plan

This type of support is available for children whose learning needs are severe, complex, and lifelong. This means your child will have been identified by professionals as needing a particularly high level of individual support or small-group teaching.
This type of support is available for children with specific barriers to learning which cannot be overcome through Quality First Teaching and intervention groups.
Your child will also need specialist support in school from a professional outside the school. This may be from outside agencies such as the Speech and Language Therapy (SALT) service or the Educational Psychologist.

For your child this would mean: -

- The school (or you as parent) can request that the Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided by your child.
- After the request has been made to the Local Authority (LA) 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs, as described in the paperwork provided, seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to

write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex, and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC plan will outline the number of hours of individual/small group support your child will receive (funded by the LA) and how the support should be used, plus what strategies must be in place. It will also have long and short-term goals for your child.
- If the funding is used to employ an additional adult, this person may be used to support your child with whole class learning, run individual programs, or run small groups including your child.

If you reside in Flintshire but your child attends our school and they have additional needs and are granted extra support and funding to support them at school, they would receive an IDP (individual Development Plan). This is the Welsh version of the English EHCP. The support your child receives is the same as the other children in school. The only difference is the paperwork.

What SEN Interventions are offered at Newton?

We are committed to providing a wide range of support to meet SEND children's diverse needs and help overcome any barriers to learning. The following list describes some of the main interventions offered during the course of the year: -

- Social Skills – 'Talkabout' Programme and other published social skills interventions, including ELSA resources and programme.
- Play Therapy with fully qualified play therapist.
- Speech and Language Therapy Intervention (ELKLAN trained TAs)
- Beat Dyslexia
- SNIP
- Dyslexikit Structured Literacy Programme
- Memory Fix
- Precision Teaching
- Listening Ear / Nurture support
- Learning Mentor
- Lego Therapy
- Sensory Circuits & Exercises
- Additional Spelling Groups
- Handwriting interventions – Write from the Start / Speed up / Penpals • Physiotherapy programmes under the direction of NHS Physiotherapists.

- Colourful Semantics
- Pre teach and catch-up sessions for English and Maths

Assessing the Impact of Interventions

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome will be set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions. This usually takes place during parents' evenings. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve for example: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, Educational Psychologist or health services such as a Paediatrician.

What support will there be for my child's overall wellbeing?

We recognise that some children have extra emotional and social needs, which may sometimes require additional support or intervention. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and being uncommunicative.

All classes include PSHCE (Personal, Social, Health, and Citizenship education) in their curriculum to support this development. However, for those children who need additional help we offer:

- Social Skills / Nurture Groups
- ELSA sessions, using ELSA resources and support materials
- Learning Mentor
- Sessions with a fully qualified play therapist – these sessions are usually held for children with the most complex needs.

If your child still needs extra support, with the parents or carers permission, the SENDCo may access further support through the TAF process (Team around the Family) or by involving an appropriate outside agency professional, such as CAMHS. (Child and Adolescent Mental Health Service).

Members of staff have been trained in 'Mental Health First Aid' and in supporting children with anxiety and depression.

How accessible is Newton's school environment?

There are several disabled parking bays available at the front and side of the school.

- We have a disabled toilet, and accessible changing facilities are provided.

- All doors on the ground floor are wheelchair accessible, with a ramp and rails leading to one of the Year one classrooms from the playground.
- We provide space for specific sensory needs (such as a quiet room to work in away from the classroom).
- The school has purchased equipment necessary, as recommended by outside professionals, to enable pupils to access learning, for example using writing slopes, wedge cushions, or stable seating, and will continue to do this when advised.
- The school and playgrounds have been assessed by the Local Authority Visual Impairment team, to ensure that steps, outdoor play equipment etc are clearly highlighted in
  yellow, to enable visually impaired pupils to see any potential hazards or changes in floor levels and so on.

How will my child be included in outside activities and school trips?

Newton Primary School believes in the inclusion of children in all learning activities within and outside the classroom environment.
If there is any concern regarding full access to activities, then the following process will be followed:

- A meeting with parents and child/children will be arranged.
- The itinerary for the trip or residential visit will be discussed in detail.
- Any necessary adaptations for inclusion will be made.
- An individual plan or Risk Assessment may be written if necessary.

How does the school support the transition of children?

Transition can be a particularly anxious time for children and young people with SEND and we aim to provide as successful and smooth transition as possible.

When moving schools, we will always contact the new school's SENDCo and share information about the type of provision which is required to help your child achieve their learning goals. If appropriate, additional transition visits will be arranged for your child so they can experience their new school at different times of day. This will be arranged in liaison with the new school. All information we have on record will be passed up to the new school, even if your child is no longer requiring SEN support. This includes the passing on of any Safeguarding information to ensure the well-being of individual children in addition to SEND records.

For EYFS children with special educational needs identified in their pre-school setting, we hold multiagency 'Action for Inclusion' meetings to ensure consistency and provide a smooth, positive start to their school life with us.

At the end of each academic year, when moving to a new class in the same school, information sharing sessions take place with the new class teacher. Regular opportunities are also provided in the summer term for your child to meet their new teacher and spend time in their new classroom.

If appropriate, other strategies, such as making photographic transition books, will be completed and provided to remind children about their new class during the summer holiday.

In some cases, if necessary, multi-agency meetings may be arranged to create a more detailed transition plan.

How are parents involved at Newton Primary School?

Staff at this school recognise that parents / carers have an immensely important part to play in the education of children. We value the knowledge and contributions made by parents and carers and understand that we need to work together to achieve the best outcomes for the children in our care.

We value our excellent relationships.

- Newton PTA is very active and helps to develop the School Community.
- Many social and fund-raising activities are arranged, such as a Christmas events, Summer Fair and Movie Nights.
- Parents are well represented on our School Governing Body.
- Some parents volunteer to help in the classroom to support learning.
- Parents may assist with school trips.
- Parents are invited to attend Family Learning Days & Stay & Play sessions
- Parents support our sports' teams by assisting with transportation to sporting fixtures in different settings.

What training have members of staff undertaken?

As a school we have worked with external agencies to provide whole school training.

During the last few years staff have had access to the following **training – some as whole school such as safeguarding and First Aid and others by individuals or small groups.**:

- Safeguarding children in Education
- Supporting pupils with English as an Additional Language
- Nessy Learning Programme
- Safer moving and handling of pupils with physical needs
- Team Teaching
- Paediatric First Aid
- Supporting Communication (EYFS)
- Technology to support pupils with a hearing impairment
- ELKLAN (Speech & Language)

- Understanding behaviour which challenges
- Supporting children with Attachment and Trauma Issues
- Mental Health First Aid
- Behavioural, Social & Emotional Difficulties
- Introduction to Autism
- Good Autism Practice via AET accredited trainers
- Using social stories

Mrs Sally Langston (SENDCO) has successfully completed the National Qualification for SEND Coordination, as has Miss Katie Jones (Deputy Head and Inclusion Lead)

What specialist services are available or accessed by this school?

We access support from a wide variety of external agencies, including; Educational Psychologists, Speech and Language Therapy, The Autism Team, School Health, CAMHS, Physiotherapy Services, Occupational Therapy Services, Specialist Teacher for Vision Impaired, Specialist Teacher for Hearing Impaired, and Family Support workers.

External agency support may be: - direct one to one interventions, advice for school to follow, advice for parents and joint programmes for school or home to follow or signposting to further services.

Who should I talk to in school about my child's SEN difficulties?

In the first instance, we always recommend that you speak to your **child's class teacher**, who is responsible for: -

- Checking on the progress of your child and identifying, planning, and delivering any additional, individualised help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know, as necessary.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Updating Pupil Profiles and devising SEN Support Plans alongside the child, parents, and SENDCo.
- Ensuring that the school's SEND policy is followed in their classroom for all the pupils they teach with any SEND.

After this, it may be helpful to speak to or contact the Special Educational Needs Coordinator (SENCo), Mrs Sally Langston, Telephone number: 01244 667 930

Email: senco@newtonprimary.cheshire.sch.uk

The Head Teacher Miss Caralyn Bignell may also be contacted. Telephone number: 01244 667 930

Email: head@newtonprimary.cheshire.sch.uk

The SEND Governor Ms Jane Lewis may also be contacted as can Mr Paul Williams our Chair of Governors. Telephone number: 01244 667 930
Email: jlewis@newtonprimary.cheshire.sch.uk or chair@newtonprimary.cheshire.sch.uk

Whom can I contact for further information?

The first point of contact for anything related to your child is their class teacher. The SENDCo is also available should you have any concerns relating to the progress of your child.

A link to the Local Authority's 'Local Offer' which provides information to support SEND in Chester and

Cheshire West area is available here:
https://livewell.cheshirewestandchester.gov.uk/Categories/3948

Complaints: how do I make a complaint about the support provided for children with Special Educational Needs and Disabilities?

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Step 1:

If a parent is concerned about anything to do with the education or support that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher; most matters of concern can be resolved positively in this way. If the concern is directly linked to the class teacher, then the parent should discuss the issue SENDCo or another member of the Senior Leadership Team (at this stage the concern should not be directed to the Headteacher). All teachers work very hard to ensure that each child is happy at school and is making good progress; they naturally want to know if there is a

problem, so that they can act before it seriously affects the child's progress.

Step 2:

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. The Headteacher will consider all matters of concern very seriously and investigate each case thoroughly. Most complaints would normally be resolved at this stage.

Step 3:

Only when an informal complaint fails to be resolved by the Headteacher should a formal complaint be made to the governing body. Complaints should be made using the appropriate Complaints Procedure Form (attached at the end of this policy stating the nature of the complaint, who has been spoken to already and the preferred outcome. The parent should send the Complaints Procedure Form to Clerk to Governors, Rebecca Dale, via the school office.

Further information regarding our complaints procedure can be accessed on our website here:
https://newtonprimary-cheshire.secure-dbprimary.com/cheshire/primary/newtonprimary/site/pages/schoolinformation/policies
or via the Head teacher; Miss Caralyn Bignell 01244 667 930
email:head@newtonprimary.cheshire.sch.uk

Our Chair of Governors; Mr Paul Williams, may also be contacted: 01244 667 930

Email: chair@newtonprimary.cheshire.sch.uk