

NEWTON VILLAGE ACADEMY

Special Educational Needs and Disability (SEND) Information Report

LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND

Welcome to Newton Village Academy SEND Information report, we hope you find the information included in these pages useful. If you have any questions or would like to talk in more detail about the information included please do not hesitate to contact Mrs. Lisa Fell (Headteacher) or Mrs Clare Molyneux (Special Educational Needs Co-ordinator) on 01229 462718 or email office@newtonvillageacademy.co.uk

Newton Primary School is a small village school in an attractive rural environment. It is close to both Dalton and Barrow. In our most recent OFSTED inspection (May 2025) our school was judged to be good in every area.

We have experience of children with learning difficulties and physical disabilities and the school is inclusive and accessible, with a well-equipped changing area and ramped entrances and exits.

How we identify individual special educational learning needs

- ❖ When Children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting.
- ❖ If you tell us you think your child has a SEND we will discuss this with you and carry out assessments and observations– we will share with you what we find and agree with you what we will do next and what you can do to help your child.
- ❖ If our staff think that your child has a SEND this may be because they are not making the same progress as other children; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (what is happening and why).

How we involve pupil and their parents/carers in identifying SEND and planning to meet their needs

- ❖ When we assess SEND we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress
- ❖ Where appropriate we will write and review IEPs (Individual Education Plans) with children and parents/carers.
- ❖ We use homework to repeat and practice activities that are new and maybe presenting a challenge to a child.

How we adapt the curriculum so that we meet SEND

- ❖ All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their level.

- ❖ We use additional schemes/materials so that we have something at the right level for children with SEN. For example we use 'Clicker' to support writing, we have weekly SERIS groups to support children with difficulties forming relationships and following rules. We offer 1:1 support to children who are identified as having reading and spelling difficulties and have various maths games to support learning.

How we modify teaching approaches

- ❖ All our staff are trained in a variety of approaches which means we are able to adapt to a range of SEND: - specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs and behavioural, social and emotional difficulties. We have also had experience of children with physical difficulties – where staff have had to use a different teaching approach to accommodate a pupil's strength and stamina, particularly in recording a pupils' understanding and answers.
- ❖ We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching.
- ❖ We have teachers and support staff with training related to specific learning and or medical issues. E.g. 'Dyslexia', 'Dyspraxia' and 'Autism'. Teachers and support staff have also received specific training in relation to the use of resources, programmes and strategies to support our children. E.g., , 'Clicker' and 'SERIS'

How we assess pupil progress towards the outcomes we have targeted for pupils.

How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- ❖ We use year group expectations to assess progress, using this helps us to understand children's next steps and where their current understanding is. Teachers regularly assess pieces of work to check their judgments are correct (moderating).
- ❖ We use agreed guidelines on progress to check that progress is good enough.
- ❖ We check how well a child understands and makes progress in each lesson. This is done through plenary sessions at the end of lessons, through the school's marking system and ongoing assessments.
- ❖ Pupil progress meetings with teachers enable the SLT to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help.
- ❖ For children with SEN, teachers discuss progress and share with parents at 'Team Around a Child' (TAC) meetings every term or more often if we believe this will help.

What equipment or resources we use to give extra support

- ❖ We use workstations; picture timetables; support for communication; countdown timers, coloured overlays and specific coloured exercise books for children who need it.

- ❖ We also use laptops and iPad to use apps that help children to practice or have trouble using a pencil.

Please see the school's SEND Policy for more information.

What extra support we bring in to help us meet SEND:-services; expertise

How we work together collaboratively

- ❖ We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism).
- ❖ We get support from local authority services.
- ❖ We get support from speech and language therapy (SaLT) to support our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy.
- ❖ We get support from occupational therapy for pupils who need assessment, e.g. for special seating or writing equipment.
- ❖ We get support from physiotherapy for pupils who need it.
- ❖ Together we review the child's progress. We agree what everyone will do to make teaching more effective and learning easier. We set targets for the child's achievement and at an agreed date will review the impact and progress and set new targets. We include the child and the parent in these discussions.

What other activities are available for pupils with SEND in addition to the curriculum

- ❖ We have a number of before and after school activities, all children with SEN are included; we provide additional staff support for their equal access.
- ❖ We have regular educational visits and a residential. Children with SEND are included in these. We provide additional staff support to ensure their full involvement.

Please see the school's Equality and Inclusion Policies for more information.

How we support pupils in their transition into our school and when they leave us

- ❖ We fully support parents in making decisions about the Secondary Schools they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
- ❖ We invite all Secondary School transition co-ordinators into school to meet with any children with SEND.
- ❖ Visits to Secondary school are encouraged and supported where necessary.

How additional funding works

- ❖ Schools receive funding for all SEND children and they provide what children need from this (including equipment). The local authority may contribute to very expensive items.
- ❖ If a pupil's statement identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say

in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where pupils can get extra support

- ❖ Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- ❖ In school, the Special Needs Co-ordinator (SENCo) is our designated pupil advocate. They will follow up your concern and make sure something happens that you agree with.

Where parents/carers can get extra support

- ❖ Please see Westmorland and Furness Local Offer for more information about parent support groups in the Furness area.

What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher; the SENCo or the headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the head teacher then ask for the school governors representative.
- ❖ If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is: The Headteacher or SENCo.
- ❖ The local authority has a panel of senior managers who consider unresolved issues – They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.