



# **Newton's Walk SEN&D School Information Report**

**November 2016**

**Our school vision is SHINE and SUCEED**



**Successful Happy Independent Nurtured Enthusiastic**

**Our School is COMMITTED TO ENSURING THAT EVERYONE:**

- Achieves successful outcomes
- Feels happy in a respectful tolerant environment
- Learns to become independent resilient citizens
- Feels nurtured and safe
- Is enthusiastic about life-long learning

Newton's Walk KS1/2 PRU is an inclusive provision where diversity is celebrated.

## **What is SEN&D and SEN&D support?**

SEN&D stands for special needs and, or a disability.

**The Code of Practice 2014 states that:**

**‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.’**

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

### **Who are the best people to talk to at Newton’s Walk about my child’s difficulties with learning/SEN&D?**

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school’s SEN&D Policy is followed in their classroom.

**SENCO Amanda Fower**  
**SEND Governor Debs Robinson**

They are responsible for:

- developing and reviewing the school’s SEN&D Information report/policy
- co-ordinating all the support for pupils with special educational needs or disabilities
- updating the school’s SEN&D register (a system for ensuring that all the SEN&D needs of pupils in the school are known) and making sure those records of your child’s progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help pupils with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child’s learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

## **The kinds of SEN&D provided for in our school are:**

The four areas of need taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that pupils may need support in more than one of these areas.

## **Joining Newton's Walk KS1/2 PRU**

*Referring to the 'SEN&D code of practice: 0-25' 2014, a CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.*

Newton's Walk KS1/2 provides 'day 6' education when a pupil is excluded from a Derby mainstream primary school.

Consideration is also given to the particular circumstances of pupils, for example those who are in Care and/or eligible for the Pupil Premium.

Where a CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. The SEN&D support will take the form of a four part cycle:

<b>Assess</b>	An analysis of the pupil needs will be carried out by the class teacher. Outside agencies may also be involved.
<b>Plan</b>	Class teacher will set SMART targets and develop a support programme to meet the targets. Targets will be shared with the pupil, parents/carers and all staff involved.
<b>Do</b>	Interventions/support will be delivered.
<b>Review</b>	the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the pupil and parents through this process.

## **Our School is:**

Newton's Walk Primary Pupil Referral Unit (PRU) is positioned near the centre of Derby City. We carry out a number of functions within the City. First and foremost we provide 'day 6' education when a pupil is excluded from a mainstream primary school.

The provision is situated in the West End of Derby, behind Kedleston Road Training Centre. Arrangements for the transport to and from the provision are made by the LA transport department at the request of the provision.

The provision has:

- 5 classrooms
- Sensory Room
- Soft play room
- Hall
- Outside Area

There is an accessible parking space on site. The entire site is flat and fully accessible, there are also fully accessible toilet facilities.

We are happy to make arrangements to enable pupils with physical disabilities to participate as fully as possible in the education and activities within the provision.

## **What are the different types of support available at our school?**

Teachers have the highest possible expectations for your child and all pupils in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. There is a well- planned school training programme that helps support good quality teaching and learning for all pupils.

At Newton's Walk we work really hard to provide for each pupil the best possible environment for learning. Each pupil has a programme planned around their needs.

There are many ways the school supports each individual pupil:

- Teachers adapt planning to support the needs of pupils with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to each pupil's needs.
- All pupils are fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with pupils are in place to support your pupils in their learning.
- The curriculum is flexible and also reviewed regularly to ensure that it is both relevant and meaningful for pupils.
- Teachers, HLTAs (Higher Level Teaching Assistants) and TAs (Teaching Assistants) work together in classroom to give pupils support in lessons.
- Each pupil's parents/carers has a member of the Complex Case worker assigned to them.
- Strategies to support pupils which are suggested by other experts i.e. Educational Psychologists, Speech and Language Therapists are put in place to support the pupil.
- Pupils learn in small groups/one to one tuition.
- High staff to pupil ratio.
- Personalised learning.
- Use of Alternative Provision i.e. The Island Project, Baby J Studios.
- Differentiated resources.
- Use of overlays/visual timetables .

- Access to our Complex Case Team, school nurses, sports mentor, creative artists.
- Having a scribe to support writing.

There may be other support strategies used.

### **Outside Agencies**

On entry you may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services;

- Speech and Language Therapy
- Creative Artists
- Sports Mentors
- Child and Adolescent Mental Health Service (CAMHS)
- Community/Consultant Paediatrician
- Education Psychologist

### **How we measure progress?**

Pupils progress is continually monitored by teachers, SENCo, Senior Leadership Team and the Governing Body. Progress is reviewed at regular intervals and formally once each half term. If the pupil is at SEN&D Support or has a statement/EHC Plan, you will have the opportunity to speak to teachers at a SEND review.

The progress of pupil with a Final Statement or EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the pupil is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

### **Evaluating Effectiveness**

The class teacher will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what support the pupil will need to make good progress and secure good outcomes. This is known as the graduated approach. 6.44 CoP. The SENCo and the Senior Leadership Team will monitor the four part cycle.

## **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should, in the first instance, speak to your child's teacher.

After this if you still have concerns you should contact the SENCo.

## **What support is there for my child's overall wellbeing?**

- Complex Case worker support.
- Regular meetings, class room meetings, TAF meetings etc.
- A whole school approach of developing each pupil to be the best they can.
- Enrichment activities including Sport, Outdoor education etc.
- Calm areas – sensory space.
- SHINE activities taken from Beyond the Boxall, based around most Boxall Profile assessments.
- Comprehensive PSHE curriculum.

## **How is SEN&D support allocated to CYP at our School?**

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.' :

- Pupils who are underachieving and failing to meet targets have interventions in and out of class.
- For a minority of pupils who do not make progress we would investigate using the graduated approach for an extended period.
- Pupils with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously School Action Plus).

## **Who else could supports pupils with SEN&D?**

- Occupational Therapy
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Community Learning Disabilities Team
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Fun8bility

- Disability Direct
  - Derby City Parent and Carer Forum
  - Voices in action
- And many more

For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

## **What support do we have for you as a parent/carer of a child with SEN&D?**

- Teachers, SENCo, SLT, Complex Case workers are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these in a SEND review.
- We will share information with you about parent/carer support groups

## **How does the school support CYP with medical conditions?**

The school follows '**Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England**' April 2014.

The school has a policy regarding the administration and management of medicines on the school site.

Staff have updates on conditions and medication affecting pupils and training, where appropriate, so that they are able to manage medical situations.

## **How is our school accessible to CYP with SEN&D?**

See schools Accessibility Plan.

All pupils have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

## **Starting Newton's Walk**

The Complex Case team will:

- Meet with the Headteacher of the excluding school, this is to gather relevant and appropriate information about the child and complete a pupil profile and risk assessments.
- Contact/visit family to discuss Permanent Exclusion, appeal process, give an overview of Newton's Walk, exit plan and any possible agency support.

- Visits to school are arranged, consent forms and home school agreements are discussed and completed. The pupil and parents are introduced to the class staff, start dates and integrations timetable are finalised.
- Arrange transport

## **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for pupils with SEN&D and their families and steps are taken to ensure any transition is as smooth as possible.

### **Your child will move on from Newton' Walk by:**

- In Year Fair Access process is followed; Newton's Walk staff agree that the pupil is ready for reintegration. A referral is made to Primary Placement Panel, where an appropriate school is identified. Complex Case team meet with the receiving school, parents/carers and pupil visit the school. Integration work is started and the placement is reviewed at regular intervals.
- Via an EHC plan and a new school being named

### **Transition from Key Stage 2 to Key Stage 3:**

- A specialist transition worker is in place to support transition at this phase.
- Parents of Y6 are contacted in the admissions period (8th September to - 31st October).
- March onwards contact is made with receiving secondary school, visits are made to the secondary school and secondary school staff are invited to Newton's Walk, information is shared.
- Enhanced transition, which includes visits and activities, is arranged before Common Transfer Day and continues afterwards.
- Transition worker gives continuous support for the first term in Y7.

### **When moving classes in school:**

- Information will be passed on to new teachers. All relevant information will be shared.

## **How will my child be able to share their views?**

We value and celebrate each pupil being able to express their views on all aspects of school life.

This is usually carried out through discrete pupil voice activities.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own outcomes.

For every SEND review pupils have the opportunity to complete a 'This is Me' questionnaire enabling them to share their views.

## What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. Recent training has included:

- ASD Champion Training
- Delivering phonics at KS2
- Behaviour management
- Speech and Language
- First Aid

## What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to the Executive Head Teacher, Sue Bradley. Please see the complaints policy for full details.

## Linked documents on the school's website include:

- Complaints Policy
- Anti-Bullying Policy
- Inclusion Policy
- Safeguarding Policy
- Accessibility Plan

SENCo	<a href="#">Amanda Fower</a>	<insert signature>	<insert date>
Head Teacher	<a href="#">Lia Copestake</a>	<insert signature>	<insert date>
Executive Head Teacher	<a href="#">Sue Bradley</a>		
SEND Governor	<a href="#">Debs Robinson</a>	<insert signature>	<insert date>