



Newcastle Prep School

SEN INFORMATION REPORT

Newcastle Prep School is committed to working in partnership with parents and providing a fully inclusive curriculum that fits the needs of all pupils. We value diversity and individuality, recognising that some children face significant challenges to their learning; offering additional support where needed. This report aims to answer some of the questions parents may have.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

NPS prides itself on building close, supportive relationships with our children. The attainment and progress of all pupils is monitored closely through high quality teaching in the classroom, and the curriculum is carefully planned and regularly evaluated to meet individual needs. Children who are making slower than expected progress and require additional support to attain age related expectations, are identified and the school works in partnership with parents to establish differentiated provision to meet the needs of the child. This may take the form of adapted planning within the classroom, working within a small group of children for some activities, one to one support from a Teaching Assistant or intervention strategies planned and monitored by our Special Educational Needs Coordinator (SENCo).

If there is an indicator of a specific learning difficulty or more complex need, the child will be recorded as having special educational needs (SEN). Communication between home and school is crucial during this process and parents are fully informed and involved throughout. Parents who are concerned about the progress their child is making or about SEN issues should talk to their child's form teacher.

How will school staff support my child?

If a child has been identified as making less than expected progress, the first response is high quality teaching targeted to develop the specific areas of difficulty. If progress continues to be less than expected, it may be necessary for the teacher to work in conjunction with the SENCo, to organise additional

support or targeted intervention. This support may take the form of small group support, specific intervention sessions before school or individual support led by a teacher or specialised teaching assistant.

Different teaching resources may also be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions per week, depending on the need of each child. It is the teacher's responsibility to provide for children with additional needs in his/her class and to follow the school's procedures for identifying, assessing, and making provision to meet those needs.

Where the interventions involve teaching away from the main class, the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.

The SENCo provides advice, monitoring, and links with outside agencies. There is a school governor for SEN who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

How will I know how my child is doing?

High expectations for each child, coupled with skilled differentiation, usually ensures that children are making at least expected progress and frequently higher than expected progress. However, some children still require additional support alongside this. Where a child requires additional support, parents are informed, consent is obtained via Parent App, and targeted intervention is put in place. This support is monitored closely by both your child's form teacher and regularly modified by the SENCo. Most interventions take place over one or two terms and progress is reported back to parents at parents' evenings, or more regularly as appropriate. NPS has an 'open door' policy and encourages ongoing communication to ensure effective partnership. The effectiveness of the school's provision for children with SEND is evaluated, reported to governors, and monitored by ISI.

How will the learning and development provision be matched to my child's needs?

Teachers detailed assessments and experience of the child, along with advice and guidance from the SENCo, will shape the planned provision. Their previous progress and attainment, development in comparison with their peers, the views and experiences of parents and the pupils' own views are also important factors as appropriate support is developed. This ensures that any barriers to

learning are identified, and effective provision suited to a child's specific needs is implemented. Our personalised approach to teaching and learning is centered around the child's 'Pupil Passport', which is written by the children and highlights their strengths and challenges and ensures that they have a say in the intervention that is on offer to them at NPS. The SENCo, Form Teacher, parents, and child all work together to identify and review targets based upon an assessment of the child's individual needs.

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

All staff are here to provide support for children's social, emotional, and mental health needs. Form teachers, specialist teachers and support staff are skilled in implementing effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. NPS has a Pastoral Lead, in charge of tracking all children's mental well-being to ensure that each child's wellbeing is carefully monitored, and any necessary intervention can be put in place at the earliest opportunity. Our PSHE policy and lessons are carefully tailored to incorporate opportunities for children to develop their emotional intelligence and learn strategies to cope with their emotions.

NPS has a consistent behaviour policy across the school which is published on the school website and promotes caring relationships and good behaviour, along with building children's self-confidence, self-esteem and independence. NPS also has a dedicated and trained member of staff who leads drawing and talking therapy sessions for individuals who would benefit from additional care. School also has access to services provided by Kalmer Counselling including, one to one counselling sessions.

Additionally, members of the senior leadership team act as mentors for children identified as having social, emotional and mental health needs and the school also provides a range of intervention programmes; including those specifically designed to help children develop their emotional intelligence and boost their confidence and self-esteem.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care arrangements for children with medical conditions are carefully recorded and shared with all staff that work with the child, including lunch time staff.

At NPS we endeavour to provide the very best care and support for all of our children. Our staff are keen to work in partnership with parents and professionals. Form teachers, the SENCo and Headteacher are here to address

any concerns, however small. In the event of a formal complaint, parents should follow the procedure in the School's Complaints Policy available on the website.

Children placed on our school's SEND register complete a Pupil Passport each year, to ensure that the child's views and needs remain at the centre of our provision. These are completed by our children, with the support of their form teachers and are shared with parents online, via Provision Map.

What specialist services and expertise are available at or accessed by the school?

The school has a trained SENCo, along with a team of experienced teachers and Teaching Assistants, who are led by the SENCo. This team provides both individual and small group support.

Staff have undergone training in different areas of SEN to develop specialisms to ensure that there is a wide range of skills and expertise, along with the ability to lead specialist intervention programs such as those for Literacy and Mathematics. These include Read Write Inc, Lego Therapy, Doodle Learning, Secret Agent Society. The school SENCo also has a post-graduate qualification in assessing and teaching children with Dyslexia.

NPS seeks out further support and guidance from private professionals including an Educational Psychologist, Occupational therapist, Speech therapist, Counsellor and Play therapist, to whom they can directly refer to.

What training have the staff, supporting children with SEND, had or are having?

All staff are trained in safeguarding children and a large number also in first aid. There is a specially trained paediatric first aider leading each class within the Early Years along with a team of two designated members of staff (one DSL and one DDSL) responsible for safeguarding concerns. Staff have attended training in Speech and Language Support, Autism, Dyslexia friendly schools, literacy, and maths interventions (including 1st Class at Number and Numicon which is a highly valued whole school resource), behaviour strategies and computer resource packages.

Teaching Assistants have gained NVQ levels 2 and 3 and all support staff working to support specific needs are led by the schools SENCo who provides in-house training and support. Training is refreshed regularly and all opportunities for additional training are sought both online and in person, to

ensure that staff have an up to date working knowledge of SEND issues and current legislation.

How will you help me to support my child's learning?

Parents Evenings are held twice a year to keep parents fully informed of their child's learning. Parents also receive a detailed progress report at the end of the Autumn Term and an annual report is written for each child in the Summer Term. Pupils with Special Educational Needs have additional meetings to share their targets with parents, who are involved in the review process. Parents views are sought at every opportunity to ensure we work in partnership to support their child's learning and parents have access to an online account, where they can view and comment on their child's IEP, throughout the academic year.

Information is placed on Teams, both weekly and termly, so that parents are informed on which topics will be covered in school. During Covid 19 restrictions, parents were invited to virtual Parent forums, before their children started school.

NPS works closely with the Early Help Team, who have access to a wide range of support from local agencies and services and can signpost parents effectively.

How will I be involved in discussions about and planning for my child's education?

There are formal occasions, such as parent consultation evenings, where parents are involved in discussions about their child's education and targets. However, we have an 'open door' policy where parents can speak to a teacher before or after school either in person, or via Teams. Parents are also able to call the school office to arrange for a teacher to phone them back at a convenient time, if there is a particular issue they wish to discuss at any time. Parents of children with SEND are regularly involved in discussions through reviews, informal discussions and via messages sent home on Teams.

How will my child be included in activities outside the classroom including school trips?

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children.

How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The Sports Hall building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment. Areas have been created, and resources provided, to meet sensory needs, such as 'calm corners', 'a sensory garden' and Forest School with opportunities for water play. The school also has a range of equipment including a trampet, blankets, timers, fidget toys and sand and water. The school's beautiful outdoor environment, with extensive climbing equipment and opportunities to engage pupils, are accessed by all children and aid the inspiration and promotion of learning.

Who can I contact for further information?

The SENCo/Headteacher is available to meet with parents if you have any concerns about your child. However, you may prefer to speak to your child's teacher regarding any initial queries.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There is a transition program in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. A comprehensive range of activities support all children in the transition to NPS. This includes attending assemblies, time in classrooms and joining lunch times. This is personalised further for those children who benefit from photo books and additional individual or small group visits. Form teacher and the school SENCo and Headteacher are more than happy to help with any transition concerns parents may have. NPS also supports parents in seeking specialist provision through the Education Health Care process.

How are the school's resources allocated and matched to children's special educational needs?

The school has an amount identified within its overall budget for supporting children with SEN. This is used for resources to support the progress of children with SEN, buy specialist equipment, books or stationary, or provide specialised training for staff. Where a child requires provision which exceeds this, a discussion will be held with parents, the Headteacher and SENCo.

How is the decision made about how much support my child will receive?

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their teachers. Parents are sent details regarding any support via Parent App and are asked to give consent for their child to attend intervention programmes in school. Further details about each individual support programme can be accessed on the SEND and Raising Achievement Area of Parent App. This support is reviewed regularly with amendments being made to the program of support. Interventions typically last between 1 and 2 terms, with the emphasis being on early identification. Targeted and effective support is put in place to minimise any long term need for additional support.

Will my child receive extra time in their entrance exams in Year 6?

Exams access arrangement is extremely important including ensuring that pupils work with their exam entitlement as their normal working practice. NPS works collaboratively with parents and external agencies to identify whether a child would benefit from a range of access arrangements, including supervised rest breaks, the use of a computer or additional time. Agreed access arrangements are incorporated into a child's normal way of working within standardised assessments undertaken in school and then during their entrance exams in Year 6.

School entitlement offer to pupils with special educational needs or disabilities

Support Available Within School

Communication and Interaction Needs: e.g. Autistic Spectrum Disorders , Speech, Language and Communication Needs or Social communication difficulties

- Visual timetables
- Support at unstructured times of the day.
- Social skills programme / support including strategies to enhance self-esteem.
- Communication screening and bespoke intervention.
- ICT is used to support learning where appropriate.
- Strategies / programmes to support speech and language development.
- Strategies to reduce anxiety / promote emotional wellbeing.
- Where appropriate we will use support and advice from other professionals to meet the needs of pupils.
- Access to the library which provides a quiet work spaces.

Cognition and Learning Needs: e.g. Moderate Learning Difficulties or Specific Learning Difficulties

- Students take part in all lessons and attend extra sessions within school for targeted work to raise achievement in literacy and numeracy.
- Strategies to promote / develop literacy and numeracy.
- Provision to support access to the curriculum and to develop independent learning.
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills, spelling , curriculum skills.
- 1-1 Specialist teaching and support for SpLD Dyslexia.
- ICT is used to reduce barriers to learning where possible.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.

- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.

Social, Mental and Emotional Health e.g. Behavioural needs, Social needs, Mental health needs and Emotional health and wellbeing

- The school ethos values all pupils.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils where key staff can support students throughout the school day.
- Support and advice are sought from outside agencies to support pupils, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations and regulate their emotions
- Information and support is available within school for behavioural, emotional and social needs.
- A dedicated Drawing and Talking therapist whose role includes working with anxiety, mental health support, bereavement and pre-CAMHS counselling.

**Sensory and Physical Needs:
e.g. Hearing / Visual Impairment, Multi-sensory impairment or Physical and Medical Needs**

- Support and advice are sought from outside agencies to support pupils, where appropriate.
- Support to access the curriculum and to develop independent learning.
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.
- Access to Medical Interventions.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.

- Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.
- Staff understand and apply the medicine administration policy.
- The SENCo completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- All entrances to the school have ramps fitted to allow wheelchair access.
- The school has disabled toilets / facilities

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEN can be accessed at:

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Parents can contact SENDIASS for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 643 8313.

Our core values inform all that we do. At NPS we Inspire, Respect, Include, Challenge, Explore and Succeed. We truly believe in preparing all children for success and supporting everyone along their personalised learning journey, to ensure that every child reaches their full potential.