

### **Our School Vision**

Our school is a safe, welcoming and nurturing school that offers a sense of belonging. We are situated in a small, rural village and we pride ourselves that we know each and every child. Our strength lies in putting the needs of the child at the heart of everything we do. We offer an exciting and stimulating curriculum, with high quality teaching that provides a rich, rewarding and enjoyable learning environment for all. Through a solid partnership working with parents, our church and His Majesty's Armed forces, we encourage children to become confident, caring and independent young learners. We believe that 'Everyone cares and Everyone counts'. In our school our vision is underpinned by the bible verse 'Love One Another As I Have Loved You' (John 15:12) ; it shapes all we do.

### **Our School Offer**

Newton Tony Primary School's Offer for SEND pupils aims to provide information and answer some key questions for parents, carers and those who support children with SEND in our school. The Offer details the provision and support that parents and carers can expect our school to provide. Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friend
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD)

Newton Tony Primary School provides support for a range of special educational needs which are put into four broad categories:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

The Equality Act 2010 defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Who can I talk to? Who is the Special Educational Needs and Disability Lead?**

If you think your child may have special educational needs, contact our SEND Lead, Miss Priestley (Head teacher). The best way to contact her is via email: [head@newtontony.wilts.sch.uk](mailto:head@newtontony.wilts.sch.uk) or via the school office on 01980 629232.

If your child has a sibling who attends a different school or nursery, contact the 'SENCO' or SEND Lead in your child's school or nursery. [Contact your local council](#) if your child is not in a school or nursery. Your local [Information, Advice and Support \(IAS\) Service](#) can also give you advice about SEND. For more information <https://www.gov.uk/children-with-special-educational-needs>

At Newton Tony Primary School, the SEND Lead:

- oversees the day-to-day operation of the policy
- co-ordinates provision and manages the response to children's needs
- oversees the records of children with SEND
- acts as the link with parents
- acts as the link with external agencies

### **How do we support a child when joining or transferring to a new school?**

Many strategies are in place to enable a pupil's transition to be as smooth and positive as possible. Discussions

between the previous and receiving schools take place prior to the pupil joining/leaving and we have good communication with all our feeder pre-schools and receiving secondary schools. We transfer paper and e-copies of all records using CPOMS or recorded delivery. Our SEND Lead will receive and pass on relevant information on pupils with SEND and additional visits/transition support programmes will be arranged for pupils who need extra time to adjust to their new school. Secondary school staff visit pupils prior to them joining their new school. Within Newton Tony, all pupils will do 'class swaps' in the summer term, where they will spend time with their new teacher and individual transition plans will be put in place for those who need additional support.

### **What support and opportunities are available in Wiltshire?**

Wiltshire Council has published its 'Local Offer' which sets out what is available in Wiltshire in relation to education and enables parents/carers and young people to access clear and comprehensive information about the support and opportunities that are available. It is the first place to look for information about services, advice and support for special educational needs and disabilities from early years to adulthood. Information about the Wiltshire Local Offer can be accessed at <https://localoffer.wiltshire.gov.uk/>

### **What do we offer at Newton Tony Primary School?**

Newton Tony Primary School believes in the effective inclusion of all pupils in high-quality everyday teaching. We value the abilities and achievements of all of our pupils, and are committed to providing the best possible learning environment for every child. We aim to support all learners and to provide well resourced, appropriate and effective provision which is personalised to meet the needs of individual children. We encourage the children to become effective independent learners, self-motivated and creative thinkers through our enquiry based approach to delivering the curriculum.

### **How will you support my child using the principles of Wiltshire Ordinarily Available Provision for All Learners (OPAL)?** <https://localoffer.wiltshire.gov.uk/article/7638/OPAL-Introduction>

We champion the Wiltshire approach that tailors provision or support to the individual's child's needs, and a diagnosis is not required to get support in our school. All our classrooms are inclusive.

OPAL is the support that should be expected ordinarily by all children and young people in educational settings (early years, schools and colleges). All our learners can thrive more in an inclusive culture.

OPAL will:

Promote a vision for a more inclusive system, with high standards and 'Quality First Teaching' for all.

Link to existing best practice and supporting resources.

Define core standards of inclusion and provide learning tools to ensure this is upheld.

Celebrate positive examples of best practice in Wiltshire.

Provide resources for professional development.

Provide a forum for collaboration around inclusive learning best practices.

Support provision of tools and skills to help learners to thrive in their communities.

Support our communities to be as inclusive as possible.

### **How will we support your child through target setting?**

All children are set individual targets and their progress is regularly monitored. In line with the SEND Code of Practice, we adopt the 'Assess, Plan, Do Review' approach. If pupils have an identified SEND, personal targets are identified which set out specific outcomes to be achieved. This may include additional general support from the class teacher or teaching assistant in the class, adopting different approaches and strategies to facilitate the child's learning, or it may take the form of an 'intervention', where the child will work on specific areas in small group or one-to-one sessions. They will usually be time-limited, evidence-based and their impact will be evaluated and reviewed regularly as part of the graduated approach.

**Assess:** In identifying a child as needing SEND support, the class teacher will carry out a clear analysis of the pupil's needs, supported by the SEND Lead and external agencies.

**Plan:** The teacher, in consultation with the SEND Lead, parent/carer and pupil, will agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress, development or behaviour.

**Do:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil.

**Review:** The class teacher, working with the SEND Lead, should revise the support in light of the pupil's progress and development alongside parents/carers. If at the review stage, a child is still not achieving the desired outcomes, school will seek additional help from specialist services outside the school for advice about an individual pupil. This may be a member of the Wiltshire SEND Support Team, the Speech and Language Therapy service, the Educational Psychology Service, Occupational Therapy, etc. These professionals may work directly with the child but also provide strategies and support to his or her teachers. No referrals will be made without the knowledge and support of parents.

### **How do we support all children to access the curriculum?**

- All staff teams know their class and their individual needs - learning activities are planned carefully to match children's learning needs.
- To ensure that teaching and learning is at an appropriate level for the children's individual needs, activities and tasks are differentiated wherever necessary.
- The environment is stimulating and supportive. Wall displays provide prompts and reminders to encourage children to learn and achieve independently.
- We have a high staff to pupil ratio and each class has a teacher and a teaching assistant in the morning.
- If a child has an Education, Health and Care Plan, there may be additional teaching assistance so that focused support is available.
- Classes are inclusive, all children have access to equipment such as weighted blankets, fidget toys, visual aids/support and headphones.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

### **What training do staff supporting children with SEND have?**

All members of staff have received training relating to SEND, while some staff will have received more focused training to enable them to support children with specific needs, for example, those on the autistic spectrum, children with speech, language and communication difficulties or children with social and emotional needs. We subscribe to Wiltshire's Rightchoice, which provides CPD opportunities, we also liaise with other schools to gain valuable networking opportunities.

### **What is a SEND Support plan?**

Most children and young people who have special educational needs or disabilities (SEND) will have their needs met in local mainstream early years settings, schools or colleges. Every educational setting in Wiltshire must provide high quality teaching that is personalised and age appropriate for all children and young people, including those with SEND. The SEND Code of Practice 2015 emphasises the need for a graduated approach to meet the needs of children and young people with SEND through early and relevant intervention.

This means that the education setting will follow a series of 'assess, plan, do, review' cycles using their own resources ([Wiltshire Ordinarily Available Provision for All Learners \(OPAL\)](#)). The educational setting will keep records of the support delivered, using documents such as a 'SEND Support Plan'.

### **What is an Education, Health and Care Plan?**

If the child or young person under 25 has still not met expected education goals, then a request for an Education, Health and Care (EHC) assessment may be considered. This will help the local authority decide if it is necessary to provide support using an Education Health and Care Plan (EHCP).

<https://localoffer.wiltshire.gov.uk/ehcna-documents#EHCExp>

### **How do we consult with young people with SEN and involve them in their education?**

If your child has a support plan or an EHCP, the SEND Lead will talk to your child as part of the review process. These discussions outline what is working in school for your child and what they are finding difficult. These viewpoints are shared in meetings with parents, staff and if relevant other agencies. We also send information/surveys to parents from Wiltshire Council to complete with their child if appropriate.

### **How does our school know if children need additional help?**

We have robust monitoring in place which tracks the progress children make in Reading, Writing, phonics and Maths and also in the Foundation subjects. We regularly scrutinise assessment data and can quickly identify those children who are not making expected progress and may need some additional support or intervention. If a child is making slow or less than expected progress, this does not necessarily mean that a child has a SEND. There may be other reasons such as family circumstances or friendship issues that can affect a child's

learning. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty.

Concerns may also be raised by parents and carers, teachers and support staff. Additionally, children may be identified with an SEND via a GP referral, health visitor, speech and language service, the school nurse or paediatrician, or where a child joins us from a different school. If you are concerned about your child's progress you should talk to his or her class teacher first, or contact the SEND Lead, Miss Priestley (Headteacher). The best way to make contact is by email or via the school office. As well as providing support for children from within the school, we are also able to involve outside professionals as and when necessary.

### **How do we work in partnership with parents and carers?**

Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs. We do our best to ensure that parents and carers have a number of different ways to communicate with us and that they feel comfortable, welcomed and involved in all aspects of school life. We fund Triple P parenting courses to any parent/carer who requests support. We provide home charts to ensure a consistent approach to managing emotions at home and school. We also purchase resources to use at home eg. colour monsters, sleep/music boxes, weighted blankets.

### **How will I know how my child is doing?**

You will have the opportunity to discuss your child's progress at Parent's evenings. In addition, you can make an appointment to discuss your child's progress with his/her class teacher at any time, or you can arrange a meeting with the SENDCo.

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

Newton Tony Primary School firmly believes in developing a strong partnership with parents and carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have an overview of the child's needs and that this gives them a vital role in the partnership. Supporting your child with their home learning is important, as is encouraging you child to develop an enthusiasm for reading widely. The class teacher may suggest ideas to support your child's learning at home and the SEND Lead can provide additional support and offer further relevant information and resources.

There are many other organisations that can provide guidance and support for families of children with Special Educational Needs and/or Disability. It's easy to struggle on your own and forget that you may need some support, perhaps someone to talk to, to help you fill in forms or understand paperwork, or to accompany you to a meeting. Please ask if you require help and support.

**Arrangements for handling complaints from parents of children with SEN about the provision made at the school.** We work closely with our parents and encourage regular communication if you have any concerns. If you wish to make a complaint please follow the guidance in our Complaints Policy.

### **Additional support for learning that is available to pupils with special educational needs.**

#### **How will the extra support be funded?**

All Wiltshire maintained schools have an allocation of money within their budgets to provide additional support for pupils with an identified Special Educational Need. If a child has an Educational, Health and Care plan, the school may receive additional 'top-up' funding to support an individual pupil with complex needs. We have a commitment to financially support all families with or without a diagnosis of additional needs,

#### **How do we support literacy and numeracy?**

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is 'language' rich and have well-organised working walls to support learning in all areas of the curriculum. For children with specific learning needs activities we include: individual reinforcement and support in small groups. Children can also access 'Little Wandle Rapid Catch up' programmes every afternoon in our 'Rabbits Warren'.

#### **How do we support speech and language development?**

Our speech and language teaching assistant Mrs Sweeney is trained and supported by Speech and Language Therapists provided by HCRG Care Group. She provides specific individual targeted support to pupils needing speech therapy. We deliver speech and language therapy sessions four times a week.

#### **How do we support children's physical needs?**

The school has access to Physiotherapists and Occupational Therapists who provide specific advice and guidance for target children. We work closely with HCRG and refer any child that may need additional support.

<https://wiltshirechildrensservices.co.uk/single-point-of-access-spa/making-a-referral/> Our Teaching assistant, Mrs Leatham, follows up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups. She also leads 'Speed up' which is a recommended handwriting programme

### **How do we support children's medical needs?**

The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Educational Health and Care plans for children if necessary. Medicines are stored safely in a locked cabinet in Robins Nest or in the fridge if necessary. There are a team of staff who are first aid trained. We are able to administer medicines to children as directed by parents/ carers. Permission and administering forms are signed by parents/carers and staff to comply with recommendations from Wiltshire Council.

### **How do we support children during less structured parts of the day?**

Lunch and playtimes are effectively staffed to ensure high adult:child ratios, we employ three midday supervisors. There is a large area in which to play and range of play equipment available. Lunchtime play opportunities are also tailored to individual children's needs eg cheer leading club, mindfulness colouring, football club.

### **How do we include children in activities outside the classroom, including school trips?**

Activities and school trips are available to all our pupils. Risk assessments are carried out and procedures put in place to enable all children to participate. If it is deemed that an intensive 1:1 level of support is required, a parent or carer may be asked to accompany their child during the activity.

## **Our support for improving emotional and social development.**

### **How do we promote positive behaviour?**

Our "Positive Behaviour Policy" describes the high standards of behaviour and conduct expected in school. We follow the principles of Restorative Justice and actively promote the 'Whats happened' approach. We are a recognised UNICEF bronze award school and every class has a 'class charter' which is a collaborative approach to expectations of being ready to learn. These are also discussed in school worship. All staff know and understand the reasons behind any emotional behaviour linked to additional needs and how to respond. This may involve adopting a personalised behaviour reward programme for a child.

In class, adults support targeted children to stay on task and focused on learning. Where situations have occurred, staff talk calmly through the event using the principles of Restorative Justice.

### **How do we tackle bullying?**

We are aware that children with special educational needs and disability may be more vulnerable to bullying than other pupils. We are committed to providing a safe, caring and friendly environment for all staff and pupils. We do all we can to prevent it, by developing a school ethos in which bullying, of any kind, is regarded as unacceptable. We aim to create a safe and secure environment where all can learn without anxiety. We reward and celebrate positive choices.

### **How do we support children's emotional well-being?**

Personal, social and emotional development is supported by teachers following the KAPOW scheme of work, which addresses emotional issues through discussion and practical activities including Circle times and role play. Children who find "change" difficult are prepared for any changes or transitions through carefully planned transition plans. We have a trained Emotional Learning Support Assistant (ELSA), who supports children in school every afternoon.

Each class has a mental health check in which is monitored by adults throughout the day. In EYFS and KS1 classrooms, children have access to the 'colour monster' books and teddies. The mental health check-ins are displayed using colour monster visuals.

### **How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

The school works effectively with many different agencies and organisations such as the Educational Psychology Service, Behaviour Support Service and Wiltshire SEND Support Service. We also consult with Social Services, the local police, Child Protection and Educational Welfare Officers, as well as Health professionals such as Paediatricians, School Nurse, Health Visitors, the Speech and Language Therapy Service, Occupational Therapy and Child and Adolescent Mental Health Services. We also work with other local schools to make effective use of combined expertise and training.

***What is the role of the Governing Body?***

The governing body of the school appoints a Curriculum Governor who ensures that all governors are aware of the school's SEND pupils progress and attainment. The SEND Lead/Head Teacher discusses provision, including the deployment of funding, equipment and personnel in Governing Body meetings. The Curriculum Governor is Myles Cameron.