

Newfield Park Primary Academy

SEN Information Report

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Contents

Purpose of the SEN Information Report	2
[INSERT SCHOOL NAME] Information	2
Identifying Children with Special Educational Needs	2
Consulting with Families and Young People	3
Arrangements for Assessing and Reviewing Progress	3
Whole School	3
SEN.....	4
Transition and Preparing for Adulthood	4
Joining Newfield Park Primary Academy	4
Movement Between Phases of Education	4
Preparing for Adulthood agenda.....	4
Teaching Children with Special Educational Needs	5
Our Curriculum	5
Adaptations to our curriculum	5
Adaptations to the learning environment.....	5
Staffing	6
Department structure.....	6
Additional Staffing	Error! Bookmark not defined.
Training	7
Engagement in Activities	7
Emotional and Social Development	7
Engaging with External Agencies	8
Sandwell Local Authority – Inclusive Learning Services	8
Dudley Local Authority – Education Outcomes	8
NHS Services	8
Social Care.....	9
Evaluating the Effectiveness of Provision	9
Governance.....	9
The Role of the Trust.....	9
The Role of the Principal	9
The Role of the SENCo	9
Local Offer Contribution	10
Complaints	10
Appendix 1 – SEN Data for 2023-2024	11
Appendix 2 – Interventions 2023-2024	12
Appendix 3 – SEND Training Record 2023-2024	13

Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2014) to publish a Special Educational Needs Information Report.

The purpose of which is to provide information to our current and prospective families, the Local Authority and Government agencies. The SEN Information report provides details regarding the implementation of the Shireland Collegiate Academy Trust's [SEND Policy](#).

This report will be updated at least annually and include the required information as set out in the SEND Code of Practice 0 -25 Years (2015) Section 6.

Newfield Park Primary Academy Information

Newfield Park Primary Academy is currently one of 12 schools within the Shireland Collegiate Academy Trust, an inclusive trust that highly values a holistic approach to supporting all students, including those with SEND.

Newfield Park Primary Academy is a good school following its most recent Ofsted Inspection in December 2021.

There are range of needs that Newfield Park Primary Academy supports, which include: Moderate Learning Difficulty, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Speech Language and Communication Needs, Visual Impairments, Hearing Impairments, Physical Disability and children who are experiencing a range of Social, Emotional and Mental Health needs.

Newfield Park Primary Academy information 2023-2024:

- It is a large school with two forms per year group and a nursery.
- 18.6% of children are currently on the SEN register, which equates to 87 children.
- The areas of SEND need are: 28% Communication and Interaction, 32% Cognition and Learning, 24% Social, Emotional & Mental Health, 11% Physical/Sensory Disability.

A full breakdown of Newfield Park's SEN register can be found in Appendix 1.

Identifying Children with Special Educational Needs

All our class teachers are aware of SEN, they monitor the progress of pupils closely. Our school process incorporates the Assess, Plan, Do Review cycle. If a teacher notices a pupil is falling behind, they look for gaps in their learning. The teacher will adapt learning in the classroom, or plan ways to close the gap, as part of The Graduated Approach. Pupils who do not have SEN, usually make progress quickly, once the gap has been filled. They may be discussed at pupil progress meetings or added to the class provision map.



Assess: Class teachers assess the children's learning daily, identifying gaps and adjusting teaching accordingly, using Quality First Teaching (QFT).

Plan: Class teachers plan lessons that are suitable to meet the needs of all children. Specific interventions may be used in addition to QFT

Do: QFT is delivered daily to enable children to make progress.

Review: The impact of QFT and interventions is measured.

Where progress continues to slow, or the gap widens further over time, despite support and quality first teaching and interventions, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo).

Our SENCo supports and advises staff in providing useful strategies to teachers, which may support children in their learning, or refer to external agencies for further advice.

Parents can also raise concerns directly with the SENCo, appropriate monitoring will be put in place.

If child has additional needs, they may be added to the SEND register, with one or more of the following areas identified:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Consulting with Families and Young People

Parental and child involvement are important to our school approach, so we do this throughout the year, at parents' evening and in end of year reports, so a child's progress can be reviewed. If a child has been identified as needing additional support, over and above their peers, the SENCo, teacher and external agencies may also be involved in meetings. A child who no longer needs additional support/provision, may be removed from the SEN register, and parents informed.

Arrangements for Assessing and Reviewing Progress

Whole School

- Class teachers will be the parent/carer's first point of contact regarding any concerns or queries that they may have. The SENCo can also be contacted by phone or email to request an appointment.
- Our school offers opportunities to meet with your child's class teacher and review their progress twice a year.
- All pupils have an annual report sent out at the end of the summer term.
- Class Dojo also provides dialogue with the teacher.

SEN

- Families of pupils on the SEN register (including those with an EHCP), meet for an additional termly review (3 times per year), with the class teacher to discuss review progress towards their specific targets.
- At these meetings, targets are reviewed, and new targets produced collaboratively.
- If a child has an EHCP, an annual review will be conducted by the SENCo and families to review progress.

Transition and Preparing for Adulthood

Joining Newfield Park Primary Academy

- When pupils join Newfield Park Primary Academy's Nursery, or Reception, home visits are conducted by the Early Years team as part of the transition process.
- Where a child has SEN, they may also attend the home visit, and/or visit the current educational setting.
- A welcome meeting for parents, is held in the summer term, before the child starts, giving families the opportunity to meet staff and the school SENCo.
- SEN records and transition discussions will enable school/nursery to plan how to meet the needs of the child.
- Transition Books may be sent home, to support the child and family in familiarising themselves with the setting and staff.
- An induction day is available for all new starters to nursery and reception, in the summer term, ahead of starting.
- For some children, a staggered start may be agreed with parents.

Movement Between Phases of Education

- Prior to starting a new academic year, all children will have the opportunity to meet with their new class teacher for a morning.
- Some children with SEND, may be given additional time for this process.
- Transition meetings are arranged in the summer term, where key information is shared between staff.
- Some children may receive a Transition Book, to help prepare them for the move and/or One-Page Profiles passed to the receiving teacher.
- For transition to secondary school, class teachers and/or SENCo meet with receiving staff and/or SENCos, to share information.
- Some children may be offered additional sessions or visits to their new settings, as part of the process.

Preparing for Adulthood agenda

At Newfield Park Primary Academy, we aim to help all children prepare for adulthood. For children with SEND needs, this is carefully planned for with parents to help develop children's life skills, health, community inclusion and independence.

Teaching Children with Special Educational Needs

Our Curriculum

Our broad and balanced curriculum provides opportunities for all children, through the delivery of quality first teaching. We are committed to providing an inclusive education for all pupils, ensuring that all learning experiences are flexible enough to meet the needs of our school.

Whilst following the national curriculum, we recognise that some pupils will need adjustments and modifications to meet their specific needs. This may include targeted provisions, small group sessions, interventions, or methods personalised for the child.

Adaptations to our curriculum

We make the following adaptations to the curriculum, to ensure all pupils' needs are met:

- Adapting teaching through scaffolding, adult support, pre-teaching, vocabulary support, and preferred learning styles.
- Exploring the use of technology, such as iPads, Chromebooks, laptops and The Portal (immersion room) to support independence and enhance experiences.
- Following the guidance of Learning Support and/or other external agencies, to provide any recommended aids.
- For a small number of children, the curriculum and assessments may be amended to meet their very specific needs.
- On occasions, a child may be disapplied from national tests, if they are working significantly below age-related expectations, parents will be informed of this decision.

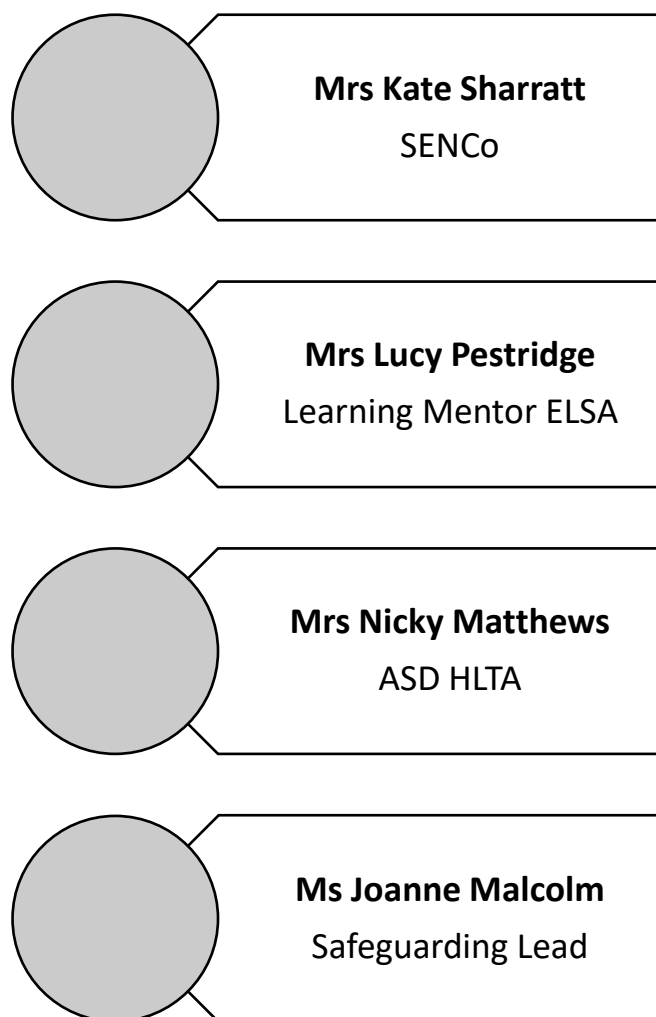
Adaptations to the learning environment

- Classrooms are adapted to support children with SEND; this may include visual timetables, now and next boards, individual workstations where necessary and communication friendly environments, which are rich in language.
- Our inclusive practice extends to after school provision, where children with SEN are encouraged to take part in clubs and activities.

A list of provisions for Newfield Park Primary Academy can be found in Appendix 2.

Staffing

Department structure



Our current staff structure (2023-2024)

Teaching Staff

Nursery	EYFS	Key Stage 1	Key Stage 2	Other
1 x Full Time Teacher	1 x Full Time Teacher & MLT 2 x Part Time Teachers	4 x Full Time Teachers (1 x MLT)	8 x Full Time Teacher (2 x MLT, 1 x SLT) 2 x Part Time Teachers	1x PPA teachers (SLT)

Learning Support Practitioners

Nursery	EYFS	Key Stage 1	Key Stage 2	Other
3 x TA	1 x HLTA 1 x TA 1 x HLTA (1:4)	1 x TA (1:1) 2 X TA	1 X TA (1:2) 3 x TA (1:1)	1 x Learning Mentor/ELSA 3 x Cover Supervisors PPA 1 x PPA (Nursery)

Training

Ongoing professional development is a priority with the Shireland Collegiate Academy Trust.

At Newfield Park, training this year has focused on quality first teaching and scaffolding learning in the classroom environment, to support the needs of children with SEND.

All staff have been trained in Trauma Informed Practice; we also have an allocated Emotional Literacy Support Assistant (ELSA), who receives ongoing training for the role.

Early Years staff have received specific training on using the Commenting Approach, and Foundations for Language training, which enhances the teaching of Little Wandle Phonics. Intimate Care and Safer Training has been delivered by the Physical Impairment and Mental Inclusion Service (PIMIS) to Early Years staff, and several teaching assistants were trained by Educational Psychology in using the Emotion Coaching Approach.

We are currently working closely with Birmingham City University (BCU), to further enhance our provision for children with Speech Language and Communication Needs (SLCN), by developing a Total Communication Environment in our school.

Please see Appendix 3 for the SEND training record for the 2023-2024 Academic year.

Engagement in Activities

All pupils can participate fully in activities provided by school, on occasions, additional adults or appropriate, reasonable adjustments are made to enable inclusion.

After school clubs and residential attended by children with SEND:

- A variety of sports clubs
- Choir
- Residential visits to Pioneer Centre and Astley Burf

Emotional and Social Development

All staff at Newfield Park Primary Academy work with parents, pupils and professionals to address any barriers which may serve to disadvantage the learning experience of a child. We identify that all pupils need to be emotionally ready to engage in learning, this means positive mental health and wellbeing.

We provide wellbeing support for our pupils through counselling and SEMH mentoring programmes, delivered by our ELSA trained staff member. All pupils are made aware of the importance to share things which may worry or concern them to Trusted Adults.

All children follow the Jigsaw Education Programme, which delivers a mindful approach to Personal, Social, Health and Economic Education (PSHE).

Staff within our academy, have engaged in and demonstrate a working knowledge of mental health and safeguarding, following an appropriate training programme. They have received Trauma Informed Training, in mental health and Adverse Childhood Experiences (ACEs).

Some children may be referred to the Child and Adolescent Mental Health Service in Dudley or Sandwell (CAMHS), for more specialist support. School also works closely with Phase Trust, who provide support for young people and families through mentoring and community based activities.

The Designated Safeguarding Lead (DSL) and SENCo, may also support families with signposting them to Dudley Family Hubs, the Dudley Parenting Service or Early Help. In Sandwell, the Family Information Service, Sandwell Inclusion Service, or Family Hubs are also available to provide advice to parents and families.

Engaging with External Agencies

In order to secure further specialist expertise, Newfield Park Primary Academy will often consult and liaise with the following external agencies:

Sandwell Local Authority – Inclusive Learning Services

- Educational and Child Psychologist
- Specialist Advisory Teacher for Learning
- Specialist Advisory Teacher for SEMH
- Complex Communication and Autism Team (CCAT)
- Sensory Support Team (HI/VI Teachers)
- Virtual School – LACE Development Workers

Dudley Local Authority – Education Outcomes

- Educational Psychology Services (EPS)
- Learning Support Service (LSS)
- Physical Impairment/Medical Inclusion Service (PIMIS)
- Inclusive Pathways
- Virtual School workers
- Autism Outreach
- Integrated Early Years Service (IEYS)
- Phase Trust

NHS Services

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy (SALT)
- Hospital Consultants/Paediatricians/
- Child and Adolescent Mental Health Service (CAMHS)
- School Health Nurses and Health Visitors

Social Care

- Social Workers
- Early Help
- Family Hubs
- MST

A minority of Newfield Park Primary Academy students with special educational needs live within neighbouring boroughs. If they require additional assessment or support, this is coordinated with the relevant Local Authority services.

Where a child or young person is looked after by the local authority and have a Special Educational Need, the SENCo DSL will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children with regards to special educational provision.

Evaluating the Effectiveness of Provision

Governance

The Standards and Performance Committee, through the SEND link governor, will monitor and evaluate the Academy's provision for SEND students. This will include pupil outcomes although may not solely focus on academic attainment.

The Role of the Trust

The Shireland Collegiate Academy Director of SEND monitors the effectiveness of SEND provision through regular visits and scrutiny of each Academy's SEND Raising Attainment Plan.

The Director of SEND provides regular SENCo network meetings to enable sharing of good practice, development of provision and further training opportunities.

The Role of the Principal

Key responsibilities include:

- ensuring they designate a qualified teacher to be responsible for coordinating SEND provision
- ensure the SENCo has, or is working towards achieving the National Award in Special Educational Needs Coordinator
- ensure all teachers understand that they are teachers of children with SEND, and that they maintain operational responsibility in their lessons for SEND provision, through high quality adaptive teaching, with appropriate differentiation and personalisation
- ensure that their Academy will use their best endeavours to meet the needs of young people with SEND, making reasonable adjustments where possible

The Role of the SENCo

Key responsibilities include:

- monitoring and evaluating the progress of pupils with SEND
- overseeing the day-to-day operation of the school's SEND Policy, by working closely and liaising with pupils, staff, families and external agencies
- advising on delivering The Graduated Approach to pupils with SEND

- being a key point of contact with external agencies
- working with the Principal and School Governors, to ensure the school meets its responsibilities under the Equality Act (2010), regarding reasonable adjustments and access arrangements
- ensuring SEN records are up to date
- planning how to develop SEND provision through an action plan aligned with the priorities laid out in the school's Raising Attainment Plan (RAP)
- providing advice, guidance and training to support staff working with SEND children
- providing appropriate SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records

Local Offer Contribution

Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham	www.localofferbirmingham.co.uk
Dudley	www.dudley.gov.uk/resident/localoffer
Sandwell	www.sandwell.gov.uk/SEND
Walsall	https://go.walsall.gov.uk/children-and-young-people/send-local-offer
Wolverhampton	http://win.wolverhampton.gov.uk

Complaints

The Shireland Collegiate Academy Trust Complaints Policy is published on each Academy website.

Should a parent or carer have a complaint about the special educational provision made for their child, they should in the first instance discuss this with the class teacher or key worker.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the Academy SENCo
- Discuss the concern with the Academy Principal
- Discuss the concern with the Trust Director of SEND

Should the complaint still not be resolved, the matter may be raised with the CEO of the Trust, entering the Trust's Complaints Policy at Stage 5.

Appendix 1 – SEN Data for 2023-2024

Please see a full breakdown of Newfield Park Primary Academy's SEN register based on students' primary need.

	Cognition and Learning				Communication and Interaction		Sensory and/or Physical			SEMH	Total SEND	% of Year Group
	EHCP	MLD	LD	SpLD	ASD	SLCN	VI	HI	PD			
Nursery	1	1			1	6					8	15.4%
Reception	1	1			1	4	2		1	3	12	20%
Year 1	1		5			4				4	13	21.7%
Year 2	0		3		1	2			1	2	9	15%
Year 3	1		5		2	3		1	3	5	19	31.7%
Year 4	2	1	3	1	1	3		2	2	3	16	27.7%
Year 5	1		1	2	1	2				1	7	11.7%
Year 6	2	1	9		4				1	6	21	24.4%
Total	9	4	26	3	11	24	2	3	8	24	87	18.6%

Appendix 2 – Interventions 2023-2024

The following interventions were available at the Academy during 2023-2024

	Wave 1 Universal Provision	Wave 2 Targeted Provision	Wave 3 Specialist Provision
Cognition and Learning	Differentiated Curriculum Visual prompts and scaffolds Pre and post teaching Dictionaries Writing frames Practical resources and apparatus Differentiated homework TA support group in class Additional reading Times Tables Rockstars Differentiated phonics groups Coloured overlay/reading ruler Coloured print outs Reading Buddy Teach your monster to read	Word, Wasp, Hornet Reading Eggs Phonics interventions Booster groups Personalised planning Small group work	Reader pen Additional 1:1 support in lessons SEND specialist teacher support Personalised timetable/curriculum
Communication and Interaction	Language prompts and scaffolds Visual prompts Visual timetables Modelled examples WELLCOMM Social stories/scripts	Workstation in the classroom WELLCOMM intervention SALT targets Now and Next boards Task boards	Specialist SEND support – Autism Outreach Specialist support SALT Intensive Interaction Commenting Approach
Social Emotional and Mental Health	Jigsaw PSHE lessons Phase Trust workshops Assemblies Hello Yellow – mental health awareness School mentor check-in Forest School	Lego Therapy Forest School – additional sessions Drawing and Talking Therapy Phase Trust mentor Nurture groups ELSA support Early Help	Play Therapy Behaviour Plans (IBP)
Sensory and/or Physical Needs	Dough Disco Limited classroom displays Changing seating positions Move and sit cushion Pencil grips	The Portal (immersion room) Get Moving Super Movers Fine motor skills intervention	OT movement programmes SEND specialist support – HI/VI services

Appendix 3 – SEND Training Record 2023-2024

Role of Person(s) Completing Training	Training Provider	Detail
SENCo and Teaching Assistants	Educational Psychology	Emotion Coaching
SENCo and Teaching Assistants (EYFS)	IEYS	ABCC training
SENCo, EYFS teachers and Teaching Assistants	Netherton Park Nursery	Commenting Training
EYFS teachers and Teaching Assistants	PIMIS	Safer Handling and Intimate Care Training