

SEN Information Report for
New Mills Primary School
Updated April 2021
(in accordance with section 65(3) of the Children and
Families Act 2014)

1. What kind of special educational needs provision is accessible for children at New Mills Primary School?

New Mills Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. Meeting the needs of all pupils including those with Special Educational Needs (SEN) is central to the work of our school. All staff, parents/carers, children, Governors and outside agencies work together to ensure that all children have access to the highest quality teaching and learning.

2. How do we identify children who may have an SEN need?

A close relationship with all of our local preschool providers helps us in the early identification of any child who is transferring to our setting that has additional needs of any kind. The SENCO, Head teacher and class teacher will liaise with both the parents and the previous providers and attend any relevant meetings prior to that child starting school to ensure that the school has a clear understanding of the child's needs and to ensure a smooth transition is made. All children entering the school in reception classes are assessed to form a baseline of attainment.

Teachers make careful observations of all the children in their class and can raise any concerns. Likewise if a parent has a concern about their child when they start school or as they progress through school we always listen carefully to their views.

Pupil progress meetings are held regularly between class teachers and the headteacher. In these meetings we track and identify children who are not making expected national progress. If there are any concerns about a child interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

3. What provision is made for children with SEN; with and without an EHC Plan-in respect of:

a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making. Targets are set regularly and these are reviewed before new targets are set.

b) What are the school's arrangements for assessing and reviewing progress of children with SEN?

Those children identified as having SEN have their progress monitored regularly by the headteacher and SENCO. In addition progress against their personal targets will be reviewed. Where a child is deemed to need additional support to close attainment gaps a suitable intervention is chosen. Effectiveness of any intervention is also judged at the pupil progress meeting.

c) What is the schools approach to teaching children with SEN?

We are a fully inclusive school and strive to ensure that all pupils achieve to their full potential. All lessons are fully differentiated to meet the needs of all the children in the class. Children may work in small ability groups or, when necessary, 1:1 teaching, depending on each individual's needs. Interventions are carefully matched to the children's needs and the effectiveness of these is monitored regularly.

d) How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

e) What additional support is available for children with SEN?

The school treats each child as an individual and to this end support is tailored to each child's need, as appropriate. Children who may require higher levels of support have access to appropriately trained support staff.

f) What support is available for ensuring the emotional and social development of pupils with SEN?

The emotional and social development of all children is very important to us at New Mills Primary School. The children regularly take part in mixed age group activities (House/Season teams) to ensure that the children are fully integrated across the school. All children follow a PSHE curriculum. In addition to this for children who need extra support with social and emotional development, individual programmes are put in place. We are able to offer nurture groups, positive play on a 1:1 basis or structured play in small groups.

The school train all staff in administering specialist medication such as EpiPens or epilepsy medication when necessary. If a child requires short term medication from a prescription then arrangements can be made through the school office for the medicines to be administered in school to ensure that children are able to attend school.

4. Who is the named SEN contact?

Mrs Laura Shepley
New Mills Primary School
Meadow Street
New Mills
High Peak.
SK22 4AY
01663 744453 or l.shepley@newmills-pri.derbyshire.sch.uk

5. What specific expertise is available to children with SEN?

In caring for and educating your child we recognise the need to work in partnership with you and a range of other services that can support your child's learning journey. The SENCO and all staff who support your child at New Mills Primary School have close working partnerships with the following teams and specialists:-

- DIASS (Derbyshire Information Advice and Support Service for SEND - formerly Derbyshire Parent Partnership)
- The Buxton Specialist Support Service for children with Special Educational Needs
- Derbyshire Educational Psychologist Service
- Child and Adolescent Mental Health Service (CAMHS)
- The Multi-Agency Team (MAT)
- NHS Speech and language therapists (SALT)

- DCC link teacher for children with Visual Impairment
- NHS physical impairment team - including physiotherapists
- Nurture support workers and training advisors
- Autism outreach and Derbyshire Autism Support Services.
- Derbyshire police service
- Social services
- Blythe House counselling services
- The Buxton Specialist Support Service for children who require Behaviour Support Interventions.
- Health visitor
- A range of community and voluntary sector agencies.

6. What specialist equipment and facilities are there for children with SEN?

We have accessible toilets on all floors. The equipment used in school is accessible to all pupils regardless of need. We work with outside agencies to resource any extra provision needed for individual children.

7. What arrangements are there for consulting and involving parents of children with SEN?

Parents are actively encouraged to be partners in their child's education through: the completion of pupil profiles and a specific section for completion in the child's individual SEND Learning Programme, informal discussions, telephone contact, home school diaries, SEND Learning Programme meetings/discussions, progress reviews and yearly written reports.

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of SEN, are aware of their next steps. Children at New Mills Primary are always actively engaged in their education. Children and parents are encouraged to complete a pupil profile for the child's individual SEND Learning Programme which provides information about a child, including what their hopes and aspirations for the future are, empowering the pupil, giving them a 'voice' and having their opinions heard. Children who have additional needs have individual targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress.

12. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- Consultation with parents/carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visit's to the new situation.
- Visits to prior settings to find out how children cope in their familiar setting.
- At Y6 transfer we offer supported visits to high school.

13. Where is the Local Authorities Local Offer published?

www.derbyshiresendlocaloffer.org

14. How do we spend our SEND budget?

Our SEND budget is spent on:

- Teacher directed interventions carried out by teaching assistants.
- Resources required for specific needs.
- Any changes that may be needed to the building to accommodate children with SEN.

- Training for staff.
- Educational Psychologist
- Behaviour support service

If you require any further information please contact Laura Shepley on the address/telephone number shown in section 4.

*****Additional Information regarding Covid 19 *****

Covid 19: The staff and Governors of New Mills Primary school recognise that the outbreak of Covid 19 has had a significant impact on all children but especially those who are more vulnerable with SEND. In class, staff are aware that additional consideration needs to be given to these children and where possible in line with Covid 19 regulations support will be continued. It must be noted that some outside agencies are working in a limited way and thus support from them may be affected. School will use any internal expertise to supplement support where possible. During any periods of isolation, the staff will provide support for SEND children.