-Our Special Educational Needs and Disability (SEND)-
Information Report
November 2017

Our Mission Statement, commitment and aspirations

Newton Farm Nursery, Infant and Junior School aspires to excellence. We aim to provide a holistic approach to unlocking every child's potential and love for life-long learning, within a stimulating learning environment, where everyone is valued and every child can achieve their full potential. Our staff, governors, parents and pupils aim to celebrate diversity and the cultures of our community in an inclusive, happy and safe environment.

United Nations Convention on Right of the Child (UNCRC) - In its SEND Policy, Newton Farm Nursery, Infant and Junior School is fully committed to recognising, respecting, promoting and implementing Rights of the Child as set out in the United Nations Convention on the Rights of the Child. As a Rights Respecting School, we strive to place the Rights of the Child at the very heart of our policies and practices.

This document is intended to give you information regarding the ways in which we ensure support all of our children, including those with special educational needs and disabilities (SEND) in order to enable them to reach their full potential. It may not list every skill, strategy, resource, and/or technique we employ, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN, when their progress has slowed or stopped and the interventions and resources put in place no longer help children's progress, due to the nature of their additional needs. Once this is identified to be the case, we deploy specific needs based plans, which will address their needs, help, support their development and accelerate progress.
Meeting the needs of all our pupils is a priority. We believe every child has the capacity to make excellent progress under the right conditions.

At Newton Farm School, we aim to ensure that children with SEND make excellent progress in comparison to other schools across the Borough and Nationally. We ensure that there is effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children's, as stakeholders, views are also critical to ensuring the right provision to meet their needs. We work hard to put in place reasonable adjustments to overcome barriers to learning. We have excellent relationships with external agencies (including Educational Psychology Service and the Speech and Language Therapy Service, Sensory Impairment Team, The Local and National Health Trusts and Providers), who assess children, advise parents and staff as well as provide specialist strategies that are implemented as part of SEN Support Plans put in place by teachers and Inclusion Coordinator.

Other useful documents such as our SEND Policy and Accessibility Plan are available on the school website.

**Leadership of SEND Provision**

The Governing Body and the Head teacher ensure that appropriate provision is put in place for children with SEND, in accordance with the Code of Practice 2015. Together with the Inclusion Coordinator, they monitor the progress of children, ensuring that the provisions specified in Statements and Education and Health Care (EHC) Plans are implemented and monitored and within the expenditure designated for SEND.

The Inclusion Coordinator liaises closely with all external agencies and helps to coordinate support and interventions across the school for children with SEND. The Inclusion Coordinator will ensure that provision is made in accordance with the SEN and Disability Code of Practice 2015.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if she/he has additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils, who are making less than expected progress.
Where progress continues to be less than expected, the class teacher, together with the Phase Leader and Inclusion Coordinator, will assess whether the child has a Special / Additional Learning Need(s).

Where a Special / Additional educational need is established, the school, in partnership with parents/carers and the child, will work through a four step Graduated Response: assess, plan, do, review, which is cyclical - termly and/or half-termly or termly reviews are carried out leading to revisions in plans and interventions.

Where a child with SEN is reaching a point of transition (from a nursery provider to Newton Farm School, from Newton Farm School to secondary school and within school itself), the school will work with the parents and child to ensure a smooth and successful transition.

In consultation with parents, staff will work with other agencies and take advice on strategies to support children with additional needs.

Most children with SEND have their needs met as part of the high quality teaching at our school. Where there is sufficient evidence that a child’s needs are still not being met through the Graduated Response and school’s own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHC).

Education Health and Care Plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 - 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living

The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND.

Who are the best people at school to talk to about my child’s SEN?

- The Class teacher is responsible for planning a differentiated curriculum, assessing you child’s progress and liaising with other members of staff, who work with your child. The class teacher is your first point of contact on a day to day basis.

- The Inclusion Coordinator is responsible for coordinating all the support for children with SEND in the school. This includes liaising with parents, staff and other agencies involved in your child’s care.

- The Head teacher, Deputy Head teacher and Leadership team are all responsible for the day to day management of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in school.
The link Governor for SEND is responsible for ensuring that the necessary support is provided for every child with SEND, who attends the school.

How will I know how well my child is doing at school?

In our school we have:

- An open door policy - parents/carers are welcome to make an appointment at a mutually convenient time with the class teacher and other adults who work with their child.
- Partnership between parents/carers and teachers - there will be an ongoing process of communication relevant to the needs of individual children
- Curriculum evenings which provide parents with key information about their children’s learning
- Home school link book to ensure good communication between parents/carers and staff
- Opportunities to discuss concerns with The Inclusion Coordinator and specialist teachers
- If your child has an EHC plan, there will be annual reviews, where progress is reported on, and a report written and made available to Special Educational Needs, Assessment and Review Services (SENARS).

Other support available for children at Newton Farm School is set out below:

<table>
<thead>
<tr>
<th>Area of needs</th>
<th>Whole School Ethos and Practice</th>
<th>Possible focussed support for some children’s</th>
<th>Possible support and intervention for a small number of children who may or may not have an EHC</th>
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| Speech, language, communication and interaction | • Training for staff to meet the diversity of communication language skills  
• Strong emphasis on speaking and listening and phonics teaching  
• Communication friendly learning environment  
• Children as active learners | • Small group phonic support  
• Personalised support within the class  
• Individual/small group work with TAs/LSAs led by SALT | • Access to small learning groups  
• Additional in class TA/LSA support  
• Alternative communication systems  
• Access to personal ICT/adapted ICT equipment  
• Speech & Language Therapy planned and delivered by a qualified therapist  
• Advice and support |
| **Autistic spectrum** | • Quality first teaching for all  
• Positive behaviour management  
• Management strategies  
• Understanding of different learning styles for individual/group of children  
• Differentiation within lessons | • Curriculum differentiated/modified to take account of individual learning needs  
• Advice and support for Advisory Teacher for children with autism  
• Advice and support on strategies from SALT  
• Use of appropriate resources e.g. visual timetables, social stories, work stations | • Small group target intervention  
• ICT used to reduce barriers to learning  
• Advice and intervention from Harrow Outreach Autism Service |
| **Cognitive and Learning/Mode rate Learning Difficulties** | • Differentiation of the curriculum and teaching  
• Teaching resources are accessible and appropriate  
• Multi-sensory approaches to learning  
• Interactive environment | • Curriculum is adapted to meet the needs of individual/groups of children  
• Targeted intervention programmes  
• Smart targets - IEPs  
• Differentiated resources are provided as appropriate  
• 1:1 reading alongside intervention programmes  
• Access to personal ICT/adapted equipment to enable alternative methods of recording | • Specialist teacher support for Maths and English  
• Additional in class TA/LSA support  
• Additional small group support  
• Educational Psychology assessment/support |
| **Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)** | • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service  
• Provision of specialised equipment  
• Curriculum is adapted  
• Seating position within class prioritised  
• Individual Passports  
• Tablets for the use of individual children with Visual Impairments | • Care plans for individual children  
• Liaison with external specialist agencies e.g. O.T.  
• Children’s Sensory Impairment Team half termly input and advice. | • Individual protocols and plans for children with significant physical and/or medical needs  
• Additional resources to reduce individual barriers to learning  
• Access to external advice and assessment |
What happens if my child with SEN makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.
- Parents may also meet with the Inclusion Coordinator, Deputy Head teacher or Head teacher to discuss their concerns, plan and agree upon, collaboratively, implement a set of targets, that will address and hopefully remedy the child's needs.
- Where a child with SEN continues to make little progress despite the support provided by the school's SEN provisions, including external support and advice; and there is evidence that the child has severe and complex needs that cannot be met within the resources and provisions ordinarily made available to the school; we will ask the Local Authority to undertake a statutory assessment of the child's SEN, either as set out in the SEN Code of Practice 2015 or through a request for an Education Health and Care Plan.
- **Governor Involvement:** All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school.

If you need to complain
Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for discrimination on the grounds of disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

Where can I find information about the Harrow Local Offer?
The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood. You can find it by clicking on the link below:

http://www.harrow.gov.uk/localoffer/

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