**MISSION STATEMENT**

All pupils who attend Newton Farm Nursery, Infant and Junior School are entitled to a broad and balanced curriculum, which is relevant to their individual needs. As a Rights Respecting School, and in accordance with Article 23 of UNCRC, we value diversity in all its forms. This includes pupils with different patterns of attainment, learning styles, backgrounds, cultures and previous experiences and/or disabilities, as provisions reflect a wider scope of arrangements. These help to ensure, as far as is reasonable, that all pupils’ needs are met. Pupils with additional needs and/or SEN and disabilities are adequately supported within the scope of the Four Areas of Needs, as identified in the Code of Practice, 09/2015. We also put to use a range of strategies and resources to aid children’s learning as advised by professionals and parents.

**EARLY IDENTIFICATION AND ASSESSMENT:**

Here at NFS, we will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and phases, where appropriate. Class teachers will assess progress regularly and will identify those who are:

- Significantly slower than their peers from their baseline.
- Fails to match the child’s previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- This includes a slowing of attainment due to social needs.

**NB:** Low attainment does not mean a child is recorded as having SEN.

**Newton Farm N, I & J School**

**S.E.N.D Information Report**

**December 2018**

**NFS SEND PROVISION**

At Newton Farm Nursery, Infant and Junior School, we provide for pupils with a range of additional learning needs. These can be summarised in the following:

- Autism Spectrum Disorder
- Social, communication and interaction needs such pupils with autism, speech, communication and language needs as well as specific speech impairments like stammering and phonological difficulties.
- Cognitive and learning needs such Dyslexia, Dyscalculia and Dyspraxia.
- Social emotional and mental health needs such as ADHD, ADD, OCD and general emotional health needs like anxiety.
- Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory) such as pupils with Albinism.
- Physical and medical needs such as physical disability due to illness or injury.
- [www.newtonfarm-harrow.sch.uk/keyinformation](http://www.newtonfarm-harrow.sch.uk/keyinformation)
- Inclusion Policy
- Local Offer
- Access to Education for Pupils with Medical Conditions
Consulting and reviewing pupils’ progress with the full involving pupils, parents and carers.

We will have an early discussion with the pupils and their parents and/or carers when a concern about any area of need has been identified, be it through assessment, observation and / or consultation with the child, professional colleagues or parents and carers.

Once a special educational need has been identified, using the Cyclical Graduated Response of Assess, Plan, Do, Review, we convene a meeting to ensure that:

- All participants develop a good understanding of the child’s area of strength and difficulty.
- We take into account the parents and carers concerns as well as their valuable input.
- All participants are clear on the agreed outcomes sought for the child.
- All participants are clear on what the next steps are.
- Consultation meetings with parent and /or carers are held informally (Open Door Policy), twice termly for EYFS and once per term for KS 1 & 2 during our Parent and Carers’ Consultation Evenings.

NB: Parents are informed and provided with copies of SEN plans actioned.

For further information, please consult the following documents
SEND Policy [http://www.newtonfarm-harrow.co.uk/send/]

TRANSITION

We will share information with the settings that the children will be moving (UK) at any point in a child’s educational journey. We will agree with the parents and carers which information needs to be shared (excluding CP information.)

- Pupils who transfer between educational phases within the school are given opportunities to spend a morning in their new class and with their new class teacher.
- Pupil who transfer from one setting to the next will go on planned visits to their new school with their parents and TAs if they EHC Plan holders.
- All children are offered an induction day irrelevant of where they are transferring to.
Adaptations to the curriculum and the learning environment.

We have made the following adaptations to ensure all pupils’ needs are met:

- Differentiated curriculum to ensure children are able to access it, through purposeful grouping, 1:1 work, teaching and learning styles and the Three Pillar at our Teaching and Learning policy and practice *(High Expectations, Building Leaning Power and Philosophy for Children.)*
- Adapting our material and human resources.
- Using recommended aid such laptops, iPads, coloured overlays, visual time tables, electronic magnifier, larger font, purposeful seating plans.
- Making reasonable adaptations to the physical environment of our setting to enable our visually impaired pupils to fully access all areas of the school.
- Differentiating our teaching through allowing longer processing time, pre-teaching of new concepts and key vocabulary, instruction reading...etc.

NFS Approach to teaching Pupils with SEN

Teachers are responsible and accountable for the progress and development of all their pupils. High quality teaching is our foundation in the delivering a broad and balanced curriculum to all pupils, including those who have been identified as having SEN. Differentiation is individualised and takes into account the areas of strength and difficulties of all SEN pupils. We hold daily interventions in the following areas:

- English and Maths for all abilities
- Spelling, Punctuation and Grammar
- Reasoning
- Pre-Teaching interventions
- Phonics
- Speech and Language Therapies
- Occupational Therapies
- Social groups
- Growth Mind Sets interventions
- Solution focused Therapy
- Art Therapy (individual and group)
- Psychotherapy delivered by clinicians
- Nurture Groups
- Balance, Vision and Auditory exercises.
**Additional Support for Learning**

We have a significant number of Teaching Assistants at NFS, who are trained to deliver interventions such as Pre-Teaching, English and Maths as well as specialist interventions.

- Teaching assistants support pupils on 1:1 as well as in group settings of 1:4.

**Working with Specialist Agencies**

NFS works collaboratively and in partnerships with a number of professional agencies such as:

- Local and Regional Educational Psychology Services.
- Speech and Language Therapy
- Occupational Therapy
- Harrow Horizons
- Attachment Clinics
- Children’s Services
- Children & Adult Mental Health Service.
- Special Educational Need Assessment and Review Service
- Northwick Park Hospital, Paediatrics
- Regional and National Health Providers.

**Expertise and Training of Staff**

Our Inclusion Coordinator, Mrs Bourreza, has 20 years of experience in the fields of S.E.N.D.
We have a team of SEN TAs, who are trained to deliver SEN provisions.

**Procuring Specialist Equipment**

We work closely with a team of specialist agencies as well as a strong ICT Department to procure a range of prescribed equipment to support the individual needs of our pupils with S.E.N.D.

**Evaluating the Effectiveness of S.E.N.D provision**

We evaluate the effectiveness of our S.E.N.D provision on an ongoing basis as well as formally during:

- Reviews of pupils’ individual attainment and skills at the end of each learnt topic.
- Review of pupils Learning Support plan (twice termly for EYFS and once per term for KS 1 & 2)
- Using pupils’ and parents’ questionnaires.
- Ongoing monitoring by Inclusion Coordinator.
- Using provision maps to track progress.
- Holding annual review for EHC Plans.
Enabling pupils with SEN to engage in extra-curricular activities.

All of our extra-curricular activities and school visits are available to all our pupils, including breakfast and after school clubs. All pupils are encouraged to take part in sporting activities, school plays and special workshops. No pupil is ever excluded from any activity because they have S.E.N. or a disability.

We are a fully inclusive school and will strive to uphold the principles of Inclusion.

- [www.newtonfarm-harrow.sch.uk/keyinformation](http://www.newtonfarm-harrow.sch.uk/keyinformation)
- Inclusion Policy

Social, Emotional and Mental Health Provisions

We provide support for pupils to improve their emotional and social development in the following provisions:

- Explicit teaching and learning using the principle of BLP (Building Learning Power) to develop and secure Resilience, Resourcefulness, Reflectiveness and Reciprocity.
- Provision of Tier Two Drawing and Talking Therapies are provided for individual pupils as well as group of children.
- Development of Growth Mind set interventions that teach pupils the skills to deal with all challenges.
- Through RRS, Children are taught to be respectful towards others.
- Children know that they are valued and through Pupils Voice, they have a variety of forums to speak about the issues that really matter to them.
- Regular Assemblies and class based workshops to promote.
- Children are counselled in-house by visiting Psychotherapists for a better mental health for all.
- We have a ZERO tolerance for bullying in all its forms.
- [http://www.newtonfarm-harrow.co.uk/school-policies-1//anti-bullying-policy](http://www.newtonfarm-harrow.co.uk/school-policies-1//anti-bullying-policy)

ADDITONAL INFORMATION:
SEND GOVERNOR:
- Mr Appleby

Inclusion Coordinator (SENCO)
- Ms Z. Bourreza
- Arrangement for addressing Concerns by parents whose children have SEN
- The class Teacher
- The Inclusion Coordinator, Mrs Bourreza
- Head teacher, Mr Bradley
- Special Educational Needs Information and Support Service (SENDIASS)
- Special Educational Needs Assessment and Review Service.(SENARS)
- Harrow Local Offer
- [http://www.harrow.gov.uk/localof](http://www.harrow.gov.uk/localof)
**ASSESSMENT DATA FOR ACADEMIC YEAR 2017-2018**

### Phonic Screening Data for Year 1

<table>
<thead>
<tr>
<th>Categories</th>
<th>NFS (National) percentages %</th>
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<tbody>
<tr>
<td>Males</td>
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<tr>
<td>Females</td>
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<tr>
<td>EAL</td>
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<tr>
<td>With SEN Plans</td>
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<tr>
<td>EHC Plans</td>
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<tr>
<td>FSM</td>
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<td>CLA</td>
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### Newton Farm Nursery, Infant and Junior School

#### Assessment Data for Key stage 1

At Expected Standards (Nationally)

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<th>KS1 Maths</th>
<th>KS 1 Reading</th>
<th>KS1 Writing</th>
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### Newton Farm Nursery, Infant and Junior School

#### Key Stage 2 Assessment Data

At Expected Standards (Nationally)

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<th>Categories</th>
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