

## SEND Information Report – Newark Hill Primary Academy

At Newark Hill Academy we want to make sure that every child gets the best support we can offer in order to help them to enjoy their learning, feel confident and happy amongst their friends and make the best possible progress.

Every child has individual needs that will affect their learning. Sometimes children need special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period, but during this time they will be part of our Special Educational Needs (SEN) List and we will keep a close eye on their progress, look carefully at what special support they need and keep in close touch with their parents.

### Key Staff for SEND

- Mrs Kendal Academy Principal
- Mrs Jules Perry SENDCo (Special Educational Needs & Disability Coordinator)  
Contact on 01733 566053 or via email at [jperry@newarkhillacademy.org](mailto:jperry@newarkhillacademy.org)
- Ms Claudia Butler Home School Liason/Family Support
- Ms Charlotte Anderton Greenwood Academies Trust Education Adviser (SEN)

### Our Teaching Assistants

- Mrs Cilenti – dyslexia specialist TA
- Mrs Fordham – autism specialist TA
- Mrs Wolkawicz – EAL team TA
- Miss Coelho –Talk for Number
- Miss Wright – 1<sup>st</sup> class at Number
- Mrs Branston – Nursery Nurse/HLTA EYFS
- Mr Mills – Science support
- Mr Robinson
- Miss Williamson – Music support
- Mrs Weston
- Miss Leverington – Library, Year 6 cooking and Paediatric First Aid Trained
- Miss Lappage – Paediatric First Aid Trained
- Miss Spelman
- Mrs Rahemtulla – Phonics Intervention

All of the Teaching Assistants support children within classes, as well as specialising in an area of the curriculum, whether it be because of a love for that subject or because they have received extra training to support in that area. The Teaching Assistants who work within our KSI area also deliver small group phonics lessons in the morning, alongside sound work support interventions in the afternoon.

As part of our duties to provide the best educational support for your children, each year group has a provision map which lists all the children who are on the Special Educational Needs List within that year group, so that every teacher or teaching assistant who comes into contact with the child know how best to support them and has an understanding of what their needs are.

The interventions we use are closely monitored through the use of monitoring records to track progress, through observations by the SENDCo and through feedback from the teaching assistants delivering the intervention to ensure best practise for children involved.

## What should I do if I think my child has special needs?

Come and speak to us!



Speak to  
↓  
Your child's class teacher

↓  
Mrs Perry SENDCO

↓  
Mrs Butler HSLO

↓  
Mrs Sonia Kendal Principal

→ Other professionals for advice and support



## How will the Academy decide if my child needs extra help and what will that support look like?

The decision will be made by the class teacher and SENCO based on all the evidence of your child's academic and personal progress in class. We might ask outside agencies such as Speech and Language Therapy or Occupational Therapy for advice. We will always ask your permission first. You and your child will be involved in deciding the next steps and in setting targets to support your child.

There are four main categories of Special Educational Need – SEN

- Cognition and Learning
- Communication and Interaction
- Emotional, Social and Mental Health
- Sensory, Physical and Medical

We will look at lots of different aspects of your child's progress:

- Classroom observations
- Attendance
- Hearing/Sight checks
- Look at progress and attainment
- Talk to you and your child
- Monitor books



# Who will support my child in the Academy ?

Your child will be supported by: The class teacher → Teaching assistants → Outside agencies

## What training and experience do staff have in order to support my child's needs?

The SENDCO is currently completing the SEN Award

Our staff have received training in:

Team Teach

Behaviour management

Phonics

Read Write Inc

Paston Pack

Speech and language

Dyslexia

1<sup>st</sup> class at Number and Talk for Number



We work very closely with a number of outside agencies, some are listed below but for more information use the link at the bottom of this report to find further details:

- Autism Outreach Specialist Teacher Service telephone number 01733 864009
- Attention Deficity Hyperactivity Disorder Specialist Teacher Service 01733 864009
- Educational Pyschologist Service 01733 863689
- Speech and Language Therapy Service 01733 758298
- Occupational Therapy Service 01733 776150
- SEND Partnership Service SEN 01733 863979
- SEN Officers for the Local Educational Authority 01733 863996
- Sensory Support Service 01733 454660

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

Class teachers are usually available at the beginning of the day or end of the school day, if you would like a brief and informal chat

We also hold parents evening consultations twice a year to update parents on how their child is settling in to their new class and how they are progressing.

However if you are concerned about your child and wish to, please call the office on 01733 566053 to make a longer appointment to talk about your child with the SENDCO.

Parents/carers of children with outside agency support or a statement (EHCP) will be invited to attend regular meetings with all parties involved to discuss progress.

We want parents/carers to feel welcome in the Academy and be involved in their child's education, so please come to see us if you want to know more about your child's progress at the Academy.



## How will the curriculum be matched to my child's needs?

Our curriculum is creative and has a strong practical element, enabling children of all abilities and needs to access the curriculum and to be supported and challenged.

ICT is regularly used to enhance the curriculum – lipads, interactive whiteboards, video and audio recording equipment, sound buttons.

Classroom layouts, including seating arrangements, displays and groupings of children support each child's individual needs.



All lessons are differentiated to meet the needs of individual children, and where appropriate, additional adult support is provided within class.



If your child needs support above and beyond what can be provided in class, additional support will be offered; this can be with a teacher or teaching assistant.

## How will the Academy help my child to settle in and move to their next school?



How will the Academy prepare and support my child to join the Academy?

For children starting Reception, there are a number of special join in sessions and parent meetings. All children new into school will receive a home visit from staff in order to discuss any concerns and to ease the settling in period.

For children with known Special Educational Needs or disabilities, a meeting with agencies already involved such as Portage may take place to share information and make sure that appropriate support is in place prior to arrival.

For children arriving mid-year, we encourage you to visit the Academy with your child so that we can discuss any additional needs your child may have. We aim to make transition as smooth as possible. Once your child is in school we will make sure all records from previous schools reach us and referrals to outside agencies are made as quickly as possible.

## How will the Academy prepare and support my child's transfer to a new Setting or school?

We work closely with all the local secondary schools that the children move on to from our Academy.

**Local secondary schools provide a programme of taster days and joint activity sessions. Some children will require additional support when transferring, they will be supported by a Learning Mentor and additional visits will also be organised if required.**

**A transfer meeting is held with the school SENCOs to share information and discuss future needs.**

Use the link below to find out more information on the Local Authority admissions <https://www.peterborough.gov.uk/residents/schools-and-education/school-admissions/>

## How will the Academy make sure my child feels included?



**An Academy breakfast club runs every day and all children are welcome to attend.**

**We run after school activities and sports. These are open to all children but are year group specific.**



**A regular programme of Academy trips is planned for all year groups; we ensure that there are enough adults to make sure all children can attend.**

**We make sure all physical, medical, social and emotional needs are taken into account. This may mean that some children will have 1:1 support for a trip. A risk assessment will be carried out before all trips to ensure all individual needs are met.**



## The Advisory Council

Each Academy within the Greenwood Dale Foundation Trust has its own Advisory Council (AAC) that works closely with the Principal.

The AAC is a small group and has staff, parent and community representation. It is not, however, the same as a traditional governing body as it has no legal responsibilities. These responsibilities are held by the GDFT Trust Board.

The Council will meet formally at least termly and AAC members are encouraged to play an active part in the day to day life of the Academy

The Newark Hill Primary Academy Advisory Council has three key roles to play an active part in the day to day life of the Academy:

1. To advise and act as a critical friend to the Principal of the Academy and to advise the Board of Directors of the Greenwood Academies Trust about local issues they need to consider that affect the Academy.
2. To represent the interests of the Academy community in the running of the Academy and to represent the Academy in its community.
3. To provide support to the Principal of the Academy in undertaking appropriate day to day procedures that are essential to the life of the Academy, such as disciplinary and complaints procedures.

### Advisory Council Membership

The Newark Hill Primary Academy has an established Advisory Council. The Council currently includes the following members:

Charlotte Krzanicki

Sonia Kendal

Luke Kennedy

Eleanor Hills

Sadie Forge

Emma Lappage

Nicola Swindale

Jackie Vonhof – Academy Clerk

## Useful Documents

Listed below are details of where to go for information and advice for parents of children with SEN.

- <https://www.mencap.org.uk/advice-and-support/children-and-young-people/sen-resources-easy-read-guides>
- <https://www.peterborough.gov.uk/information-advice-support/send-partnership-service/>
- <http://www.pinpoint-cambs.org.uk/events/pinpointfamily-voice-adhdasd-parent-support-group-0>
- <http://www.padsg.org/home/>
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## Guidance for Parents & Carers

ADHD and Autism

- <https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/autism/>

Dyspraxia

- [http://fis.peterborough.gov.uk/kb5/peterborough/fsd/organisation.page?id=\\_1WicAEoYUQ](http://fis.peterborough.gov.uk/kb5/peterborough/fsd/organisation.page?id=_1WicAEoYUQ)

Handwriting

- <http://kidshealth.org/en/kids/handwriting.html>

Memory Difficulties

- <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/working-memory-what-it-is-and-how-it-works>

Speech and Language

<http://www.cpft.nhs.uk/training/peterborough-paediatric-speech-and-language-therapy-service.htm>

Visual Stress / Visual Impaired

- <http://www.rnib.org.uk/children-young-people-and-families/resources-parents-blind-or-partially-sighted>

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Link to the External Agencies and Inclusion services used by the Academy

- <https://www.peterborough.gov.uk/upload/www.peterborough.gov.uk/residents/special-educational-needs/SECTION2.2InclusionServicesGuide.pdf?inline=true>

Reviewed June 2017  
Next review June 2018