

SEN Information Report

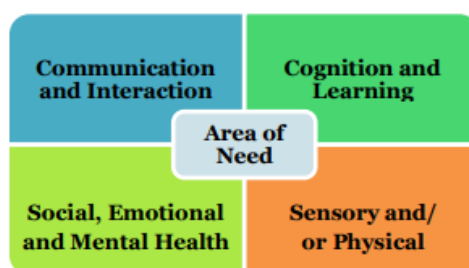
New End Primary School

Date Amended: Summer Term 2025

Review Date: Summer Term 2026

1. The kinds of SEND for which provision is made at the school

New End make provision for a wide range of Special Educational Needs and Disabilities (SEND). The current profile of the school includes pupils identified as having SEND such as:



2. Identification and assessment of pupils with SEND

New End is committed to early identification of SEND and adopts a graduated response to meeting special educational needs and disabilities in line with the SEND Code of Practice (2015), the Equality Act (2010:2013) and the school's Accessibility Plan (school website).

Our teachers are very aware of the learning expectations of each year group and the developmental milestones that children typically meet in each phase of the school. If a child is not meeting those milestones or is not making expected progress, this will trigger additional support or action within the school.

If a teacher has a concern about a child's progress or development, they will discuss with the parent/carers and seek advice from the school's Special Educational Needs Coordinator (SENDCO). Teachers will then employ a range of strategies to support the child's learning and monitor closely to see if these have had impact.

If parents/carers have concerns and think that their child may have a special educational need, they should discuss this with the child's class teacher. Together they will agree on strategies to try at home and school.

The child will be monitored closely at school over the next period (usually a term). If concerns remain, a referral will be made to the school's SENDCO and the child may be

registered as requiring SEND Support. Parents/carers will be informed if this action is taken.

Where an immediate or severe need is identified, action is taken immediately rather than completing the monitoring period.

3. Arrangements for assessing and reviewing pupil progress

On entry to EYFS, children are assessed using 'Development Matters' to baseline. Records from previous schools will be used when children transfer from another primary school and Maths and English will be assessed within a half-term. On entry to the school each child's attainment will be assessed and baselined. This will help to inform the teacher of a child's aptitudes, abilities, and attainment, and will be used to improve continuity in learning. Assessing pupils' learning progress is a continuous process and an integral part of the teaching and learning cycle. Plans are adapted for future lessons based on the outcomes of current tasks. Learning progress is formally assessed at a number of points throughout the year and across key stages. An assessment period is timetabled during each term and these are followed by formal pupil progress meetings. During a pupil progress meeting, teachers and leaders review the progress of individual pupils and groups and adapt action plans to respond to current needs.



Pupil progress is shared with parents/carers in a number of ways:

- A written report is provided annually.
- Open Evenings are scheduled each term to provide parents/carers with an opportunity to discuss their child's learning with the teacher and to review their child's books.
- Parents/carers or teachers may request a meeting at any time throughout the year to discuss concerns or share successes.
- Individual Learning Plans are reviewed to assess how pupils have progressed towards their specific targets and to identify next steps. Review meetings are attended by parents/carers, class teacher, relevant support staff and where appropriate, the child.
- Pupils who receive specialist intervention e.g. Educational Psychology, Speech and Language therapy, CAMHS support will receive reports from those agencies.

- An annual review (AR) is undertaken each year for every child with an Education Health Care Plan (EHCP).
- Unlocking Potential Team Manager and or Therapist

4. Approach to teaching pupils with SEND

At New End, we believe that all pupils deserve high quality education which engages, inspires and challenges; so that everyone meets their full potential. We strive to create a safe and happy learning environment which promotes independence and high expectations of all. We are committed to providing opportunities which promote open mindedness, empathy and celebration of the rich and diverse community which we serve; so that everyone is able to contribute positively to society. We are dedicated to promoting healthy lifestyle choices so that our pupils develop physically, emotionally and morally. We are determined that our pupils will be successful and will leave us as confident, highly educated pupils.

5. Adapting the Curriculum and Environment

Great emphasis is placed on high quality teaching to ensure that all lessons deliver the best opportunities for each pupil to make progress. Learning activities may be adapted in a variety of ways to support individual pupils' learning. For example, modified learning objectives, scaffolded independent tasks, adapted outcome, adult supported learning either inside or outside the classroom, intervention groups, targeted support e.g. social skills groups.

6.1 Additional Support for learning available for Pupils with SEND

At New End, we provide short-term, individual or small-group interventions for children who experience barriers to learning. These can be different in each year group and include:

- Targeted small group learning interventions, usually in Literacy and Numeracy, to boost progress in specific areas
- Speech and language groups run by trained members of the Inclusion Team following plans written by the Speech and Language Therapist, NHS SaLT
- Phonics groupings to target learning for each phase
- Transition Groups (for children moving between year groups, key stages and into secondary) to develop social skills
- Social Skills Groups, FRIENDS Groups, Pastoral Support (SEMH)
- Individual Behaviour Support plans
- Reasonable adjustments such as touch typing facilities

The school may also access support from services such as Speech and Language Therapy, Educational Psychology, Occupational Therapy, Unlocking Potential, School Nurse or other appropriate agencies.

6.2 Specialist Provision

At this level it is likely that a number of specialists or agencies will have had contact with the child/family and they will provide support, advice and guidance to support school and home; these may include:

- An Individual Learning Plan which is devised using all available advice and strategies to meet the unique needs of the child.
- Visits from specialist teachers for children who have Autistic Spectrum Condition (ASC), Global Delay, Teacher of the Deaf, Hospital Home Teaching Service and other specialists as appropriate
- Assessment by an Educational Psychologist
- Speech and Language Therapist (SALT), a child will be on their caseload and have blocks of direct provision
- Early Help and/or Children's Social Care (EH/CSC)
- Unlocking Potential Therapy
- Occupational Therapist
- Medical staff
- Strategies/Resources such as Makaton, PECS, Social Stories
- Individual mentoring
- Individual Behaviour Support Plans
- Adaptations to the classroom/school layout as necessary to make all relevant areas accessible to those with mobility needs.

7. How the school enables pupils who have SEND to engage with the activities of the school including PE together with pupils who do not have SEND.

At New End, all pupils are included in the full life of the school. The schools recognise that additional provision may need to be made to ensure that pupils with special educational needs or disabilities are enabled to access the full life of the school. For example, this can mean specific support on a school trip if identified in risk assessments. Parents/carers are welcomed to accompany trips, as appropriate, to further support their child's experience.

Teachers plan for the inclusion of each individual in their class across all aspects of the curriculum; this is known as personalisation/adaptive teaching. Materials and resources are adapted as necessary to ensure that all pupils can access learning materials and tasks.

PE lessons and sports activities are adapted as necessary to enable all pupils to participate. Adaptations may include use of alternative or specialist equipment, peer or adult support or individualised targets/objectives.

8. Support that is available for improving the social, emotional, mental development of pupils

Staff at New End are alert to pupils' social, emotional and mental development needs. We recognise that these underlying needs can present in displays of inappropriate behaviour or social withdrawal.

A range of support measures may be taken by the school, including:

- Individual behaviour plans
- Referral to the Behaviour and Children Missing Education (BACME) team for specialist input
- Referral to Child and Adolescent Mental Health Service (CAMHS) or Child and Family Consultation Service (CFCs) for assessment and therapeutic input
- Referral to Child and Adolescent Mental Health Primary Care Team (CAMHS PCT) for therapy treatment for children with mild to moderate behavioural and emotional problems
- Referral to Unlocking Potential for child counselling and mental health support
- Referral to the Fair Access Panel (FAP) for consideration for a placement in the Pupil Referral Unit
- Wider family support from the Early Help Team via the Early Help Assessment process
- In school peer mentoring
- Social skills groups with Unlocking Potential Team Manager
- A comprehensive Personal, Social, Health Education and assembly programme to support pupils' learning

9. Name and Contact Details

SENDCO

Heidi Meakin

020 7431 0961 or

via email marked to her attention admin@newend.camden.sch.uk

SEND Link Governor

Phillip Quinn

Via email marked to his attention admin@newend.camden.sch.uk

10. Expertise and Training of staff in relation to children with SEND and how specialist expertise will be secured

A number of staff members have attended training to develop skills in specific areas or to work with particular programmes such as ASC or Makaton. Staff identify training needs via their performance management procedure; these are usually in response to specific needs in their current class of pupils or caseload. Tutorials are held throughout the year, which are available to all staff members on topics relating to SEND. All Early

Career Teachers (ECTs) and teachers new to the school/federation receive induction into the school's procedures.

At this time, New End does not have a specialist resource provision to cater for specific needs. We do not have specialist teachers for specific SEND.

11. How Equipment and facilities to support pupils with SEND will be secured

Regular review of pupils' specific needs drives provision. Resources are allocated according to need and to ensure equality of access to learning for all pupils within the class. SEND resources and interventions are regularly reviewed and audited to ensure that they meet the needs of the pupils in our schools. The school purchases quality, evidence based resources to support pupils and improve pupil progress and outcomes.

12. Arrangements for Consulting and Involving Parents of Children with SEND

Parents/Carers are invited to participate in all learning review meetings for their children; every attempt is made to hold meetings at times, which are suitable for the parent/carer. The schools view parental involvement in this process as essential, as important decisions about the child's next steps in learning and required support are made during these meetings.

Policies relating to SEND are regularly reviewed, in line with the school's review cycle. Parents have the opportunity to comment on policies during the review process via the school's website and school office.

13. Arrangements for Consulting and Involving Children with SEND

Pupils are at the centre of all planning and provision at New End. Pupils' views are sought regularly regarding all aspects of school life.

School Councillors represent the views of their peers during School Council meetings and an annual survey is completed to gather pupils' thoughts about provision and areas for development.

Pupils meet with school leaders to discuss their learning in class and the practices which help them to learn best. At times, focus groups comprising pupils with SEND are taken for these pupil conferences.

Pupils with Individual Learning Plans are included wherever possible in the review and target setting process and pupils with EHCP are included where appropriate in the Annual Review process.

14. Arrangements made by the Governing Body relating to the treatment of Complaints from Pupils or Parents Concerning the SEND provision in the School

Any complaints that have not been resolved through the school channels should be directed to the Chair of Governors via the school office. The Complaints Policy is available on the school website.

15. How the Governing Body Involves other Bodies such as Health and Social Services in Supporting the Families of Pupils with SEND

New End liaise closely, and work in partnership with, representatives from the health service and with social care teams. When needs are identified which require specialist input, advice for the school or support for the family, referrals are made to the relevant service. Support and advice from specialists/experts is sought from the school's Speech and Language Therapist, Educational Psychologist and via referral to external agencies. Good communication with specialists is maintained via telephone and email and less regular formal meetings. With parental consent, professionals are welcomed into the school to work alongside individual pupils and teachers, providing advice and support. The schools facilitate the work of social care agencies by providing meeting spaces and developing joint plans to support families during times of additional need or to manage issues relating to disabilities/special needs.

16. The Contact Details of Support Services for the parents/carers of Pupils with SEN in Waltham Forest

SENDIASS (formally Parent Partnership) Website:

www.sendiasscamden.co.uk

Phone: 0207 974 6264

Email: sendiass@camden.gov.uk

Camden SEND Team

Phone: 020 7974 6500

Email: sen.enquiries@camden.gov.uk

17. The Arrangements for Supporting Pupils with SEND in a Transfer between Phases of Education

Admission to New End at Reception is through the Camden Admission Service. Pupils with an EHCP will have a school place consulted for them by their SEND Officer at Camden Special Educational Needs Team (SEND team).

Pupils with SEND may find the transition between year groups challenging as they move into a new space, get to know a new teacher and adapt to small changes in routine / expectation. Where this has been identified as a potential barrier to learning or cause of distress, a transition plan is devised well before the end of the academic year. All pupils have the opportunity to visit their new classroom more frequently, informally get to know their new teacher and use tools such as social stories to prepare for the change.

All pupils are prepared for the transition to secondary school by developing their learning skills and independence throughout their years in primary education. Pupils in Year 6 with SEND participate in a transition project before moving to secondary school. The programme explores organisational aspects of secondary school such as using timetables and asking for help. Most secondary schools offer pupils with SEND a special transition day where they can become familiar with the new setting and meet relevant staff.

18. Information on Where the Local Authority's Website is Published

Information relating to local services can be found on the Camden website. This information is updated regularly.

www.camden.gov.uk/special-educational-needs