



NEW MILLS PRIMARY SCHOOL

SEND Information Report

This Report has been reviewed and has been impact assessed in the light of all other school policies and the Equality Act 2010.

Date Created	Changes	Committee	Date Approved	Min No.
		FGB	12/12/2023	FGB23/55
		FGB	02/04/2025	FGB25/13
		SDC	01/12/2025	SDC25/38

Is this policy on the website?	Yes
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1. What different types of Special Educational Needs and Disabilities does New Mills Primary School make provision for?

We are a mainstream primary school and we are committed to providing a welcoming, and stimulating environment to support the needs and develop the learning of the children and families of all children in the community wherever possible.

We support children with a range of needs, below are the descriptors of the 4 broad areas of need (Pg.86 SEND Code of Practice, 2015).

	Communication and Interaction <ul style="list-style-type: none">• Speech, language and communication needs• Difficulty saying what they want because of poor articulation or use of language• Difficulty in understanding what is being said to them• Difficulty in understanding or using social rules of communication• Children with Autistic Spectrum Conditions
	Cognition and Learning <ul style="list-style-type: none">• Learning at a slower pace than their peers, even though the work is adapted for their needs• Levels of difficulty may vary and include Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)• Specific Learning Difficulty (SpLD). This affects one or more specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia.
	Social, Emotional and Mental Health Difficulties <ul style="list-style-type: none">• Children who are withdrawn• Children displaying challenging, disruptive or disturbing behaviours• Children who have mental health difficulties, such as anxiety, depression or self-harming• Children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
	Sensory and/or Physical Needs <ul style="list-style-type: none">• Visual impairment• Hearing impairment• Multi-sensory impairment• Physical disability

We work alongside outside agencies to provide support and to ensure the children have the best possible support that we are able to provide within our setting. For some children, it may be that we are unable to provide the specialist provision they require and where this happens, alongside the local authority and parents, we will support to find the correct provision for the child or tap into other local provisions to ensure their needs are met.

2. How do we identify children who may have a SEND need?

We use a variety of methods to identify SEND. We spend time talking to parents as a starting point and ensure that parents are central to discussions alongside children.

The four broad areas in 2015 SEND Code of Practice help with an overview of the range of needs we may need to assess or ask for specialist support to assess. Some children and young people have needs which fit in to more than one area. The purpose of identification is to work out what action

the school needs to take, not to fit a pupil into a category. New Mills Primary School aim to identify the needs and strengths of the child in order to develop the best possible plan and package of support.

3. What provision is made for children with SEND; with and without an EHC Plan, and what are the schools' arrangements for assessing and reviewing progress of children with SEND?

We use a Graduated Approach to SEND provision to ensure that all children make progress and receive appropriate support. Initially, a child may be identified by their class teacher as needing additional support and discuss this with parents/guardians. **If this is the case, teachers will complete a First Concerns form to share their concerns with the SEND team in school.**

If an area of inadequate progress is identified the SENDCo considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes a triangulation of progress data, reading/spelling ages and pastoral data.

In conjunction with the SENDCo, personalised targets are devised and set by teachers and parents, which allow us to carefully monitor the impact of any additional provision put in place and the outcomes for the child. Teachers review and discuss these 'Individual Learning Plans' termly (3 times per year), however, they can be reviewed at any time, where needed, in order to continue to meet the needs of the child and to adapt where needs have changed. We call this our Assess-Plan-Do- Review cycle.



Targets must be SMART and agreed with the child, their parents and where appropriate the Teaching Assistant. It is the class teacher's responsibility to ensure that provision maps are completed. In line with guidance from the Code of Practice, the Learning Programme also contains a pupil One-Page Profile which takes into account the views of the child and the views of their parents/guardians to ensure a rounded picture reflecting the aspirations of all.

For higher levels of need, New Mills Primary School are able to draw on more specialised assessments and guidance from external agencies and professionals including ASD/HI/VI/CAMHS/EP

Over time support and interventions will be analysed to ensure they are having an impact on a child's progress. If over time a child doesn't make adequate progress, we may request the support of other professionals to ask their advice of how best to meet a child's needs. If we feel that it would be

beneficial to involve other professionals, we would always discuss this with parents first and get them to help us to complete a referral form.

4. Who is the named SEND contact/Coordinator?

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

Other staff who support with SEND are:

Emma Fletcher:	Emma works with children whose cognitive ability is well below their age-related expectations. e.fletcher@newmills-pri.derbyshire.sch.uk
Claire Corrigan:	Claire also works with children whose cognitive ability is well below their age-related expectations. ccorrigan@newmills-pri.derbyshire.sch.uk
Kirsty Tomlin:	Kirsty is our pastoral lead, she supports children with their social, emotional or mental health. k.tomlin@newmills-pri.derbyshire.sch.uk
Laura Hartley:	Laura is a speech and language therapist and she works with children on their communication skills. laura@speechwisetherapy.co.uk

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

In caring for and educating your child we recognise the need to work in partnership with you and a range of other services who can support your child's learning journey. The SENDCo and all staff who support your child at New Mills Primary School have close working partnerships with the following teams and specialists to draw up targets, ensure the correct provision and teaching methods are applied, specific to your child.

- DIASS (Derbyshire Information Advice and Support Service for SEND – formerly Derbyshire Parent Partnership)
- 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/physical/hearing impairments
- Nurture support workers and training advisors
- Autism outreach and Derbyshire Autism Support Services.
- Derbyshire police service
- Social services
- Blythe House counselling services
- Behaviour support services

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

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 SEND?

Parents are actively encouraged to be partners in their child's education through the 'Assess, Plan, Do, Review' cycle. Discussions, telephone contact, home school diaries, meetings, progress reviews and yearly written reports. For children with an EHCP we also hold annual reviews of targets alongside the shorter-term reviews.

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

Wherever possible, we ensure that the views of the child inform decision making for all aspects of their plans including EHCP's and for short term targets. Children can attend part or all of their annual reviews where appropriate or provide evidence of their wishes in a different way e.g. through recordings, drawings or in writing. Children generally review their targets through their lessons in class and in any intervention groups, as with all children. If your child has a personal/social target, this would be reviewed with them in a different way depending on the target.

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

Parents who wish to complain are strongly encouraged to initially speak to the class teacher, SENDCo or 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 (available on the website).

10. How does the school involve health, social services, LA Support Services, and others in meeting the needs of children with SEND 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 SEND in transferring between phases of education?

Transition support is bespoke to each child's needs and wishes. Primarily, we facilitate communication with all settings and professionals involved to ensure that best practice is handed over during transition periods. Children are always involved in the communication at their own level, often involving the use of social stories, supported visits to new settings, specific lessons around what to expect, discussions around changing emotions, and practical support to address the 'real life' scenarios such as walking to school or catching a bus. We have excellent links with local pre-schools and high schools, and take an active role in ensuring opportunities for children to visit their new settings at both transition points.

We ensure consultation with parents/carers in how we can best meet the needs of the child and develop 'One Page Profiles' for children with EHCP's to support the new school in getting to know the child effectively.

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.
- Resources required for specific needs.
- Training for staff.
- Educational Psychologist Service.

If you require any further information, please contact the school office or Laura Shepley.