

Newfield Park Primary Academy

SEN Information Report

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Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2014) to publish a Special Educational Needs Information Report.

The purpose of which is to provide information to our current and prospective families, the Local Authority and Government agencies. The SEN Information report provides details regarding the implementation of the Shireland Collegiate Academy Trust's [SEND Policy](#).

This report will be updated at least annually and include the required information as set out in the SEND Code of Practice 0 -25 Years (2015) Section 6.

Newfield Park Primary Academy Information

Newfield Park Primary Academy is currently one of 12 schools within the Shireland Collegiate Academy Trust, an inclusive trust that highly values a holistic approach to supporting all students, including those with SEND.

Newfield Park Primary Academy is a good school following its most recent Ofsted Inspection in December 2021.

There are range of needs that Newfield Park Primary Academy supports, which include: Moderate Learning Difficulty, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Speech Language and Communication Needs, Visual Impairments, Hearing Impairments, Physical Disability and children who are experiencing a range of Social, Emotional and Mental Health needs.

Newfield Park Primary Academy information 2024-2025:

- It is a large school with two forms per year group and a nursery.
- 17.5% of children are currently on the SEN register, which equates to 82 children.
- The primary areas of SEND need for pupils are: 43.9% Communication and Interaction, 20.73% Cognition and Learning, 29.27% Social, Emotional & Mental Health, 13.41% Physical/Sensory Disability.
- Several children also have secondary and tertiary areas of need identified.

A full breakdown of Newfield Park's SEN register can be found in Appendix 1.

Identifying Children with Special Educational Needs

All our class teachers are aware of SEND, they monitor the progress of pupils closely. Our school process incorporates the Assess, Plan, Do Review cycle. If a teacher notices a pupil is falling behind, they look for gaps in their learning. The teacher will adapt learning in the classroom, or plan ways to close the gap, as part of The Graduated Approach and refer to Dudley's Ordinarily Available Inclusive Provision document, [Ordinarily Available Inclusive Provision Framework \(OAI\) | Dudley Council](#)

Pupils who do not have SEND, usually make progress quickly, once the gap has been filled. They may be discussed at pupil progress meetings or added to the class provision map.



Assess: Class teachers assess the children’s learning daily, identifying gaps and adjusting teaching accordingly, using Quality First Teaching (QFT).

Plan: Class teachers plan lessons that are suitable to meet the needs of all children. Specific interventions may be used in addition to QFT

Do: QFT is delivered daily to enable children to make progress.

Review: The impact of QFT and interventions is measured.

Where progress continues to slow, or the gap widens further over time, despite support and quality first teaching and interventions, the class teacher will work with the school’s Special Educational Needs Coordinator (SENCo).

Our SENCo supports and advises staff in providing useful strategies to teachers, which may support children in their learning, or refer to external agencies for further advice.

Parents can also raise concerns directly with the SENCo, appropriate monitoring will be put in place.

If child has additional needs, they may be added to the SEND register, with one or more of the following areas identified:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Consulting with Families and Young People

Parental and child involvement are important to our school approach, so we do this throughout the year, at parents’ evening and in end of year reports, so a child’s progress can be reviewed. If a child has been identified as needing additional support, over and above their peers, the SENCo, teacher and external agencies may also be involved in meetings. A child who no longer needs additional support/provision, may be removed from the SEN register, and parents informed.

Arrangements for Assessing and Reviewing Progress

Whole School

- Class teachers will be the parent/carer's first point of contact regarding any concerns or queries that they may have. The SENCo can also be contacted by phone or email to request an appointment.
- Our school offers opportunities to meet with your child's class teacher and review their progress twice a year.
- All pupils have an annual report sent out at the end of the summer term.
- Class Dojo also provides dialogue with the teacher.

SEN

- Families of pupils on the SEN register (including those with an EHCP), meet for an additional termly review (3 times per year), with the class teacher, to discuss and review progress towards their specific targets.
- At these meetings, targets are reviewed, and new targets produced collaboratively.
- If a child has an EHCP, an annual review will be conducted by the SENCo and families to review progress.

Transition and Preparing for Adulthood

Joining Newfield Park Primary Academy

- When pupils join Newfield Park Primary Academy's Nursery, or Reception, home visits are conducted by the Early Years team as part of the transition process.
- Where a child has SEN, the SENCo may also attend the home visit, and/or visit the current educational setting.
- If known to Integrated Early Years Service (IEYS), the SENCo will discuss the child's needs ahead of them starting.
- A welcome meeting for parents, is held in the summer term, before the child starts, giving families the opportunity to meet staff and the school SENCo.
- SEN records and transition discussions will enable school/nursery to plan how to meet the needs of the child.
- Transition Books may be sent home, to support the child and family in familiarising themselves with the setting and staff.
- An induction day is available for all new starters to nursery and reception, in the summer term, ahead of starting.
- For some children, a staggered start may be agreed with parents.

Movement Between Phases of Education

- Prior to starting a new academic year, all children will have the opportunity to meet with their new class teacher for a morning.
- Some children with SEND, may be given additional time for this process.
- Transition meetings are arranged in the summer term, where key information is shared between staff.
- Some children may receive a Transition Book, to help prepare them for the move and/or One-Page Profiles passed to the receiving teacher.

- For transition to secondary school, class teachers and/or SENCo meet with receiving staff and/or SENCos, to share information.
- Some children may be offered additional sessions or visits to their new settings, as part of the process.

Preparing for Adulthood agenda

At Newfield Park Primary Academy, we aim to help all children prepare for adulthood. For children with SEND needs, this is carefully planned for with parents to help develop children's life skills, health, community inclusion and independence.

Attendance and SEND

Regular attendance is vital for all pupils, including those with Special Educational Needs and Disabilities, as it supports continuity in learning, social development and emotional wellbeing. We recognise that some children with SEND may face additional barriers to attendance, and we are committed to working in partnership with families to understand and address these challenges.

Our inclusive attendance approach is proactive and supportive. We work closely with parents and carers to identify any concerns early and put in place adapted strategies that promote consistent attendance. This may include collaboration with external agencies where appropriate.

By fostering strong relationships with families and maintaining open communication, we aim to ensure that every child with SEND feels safe, supported, and motivated to attend school regularly and thrive.

Teaching Children with Special Educational Needs

Our Curriculum

Our broad and balanced curriculum provides opportunities for all children, through the delivery of quality first teaching. We are committed to providing an inclusive education for all pupils, ensuring that all learning experiences are flexible enough to meet the needs of our school.

Whilst following the national curriculum, we recognise that some pupils will need adjustments and modifications to meet their specific needs. This may include targeted provisions, small group sessions, interventions, or methods adapted for the child.

Adaptations to our curriculum

We make the following adaptations to the curriculum, aiming to ensure all pupils' needs are met:

High Quality First Teaching and additional interventions are used to support all pupils in accessing a broad and balanced curriculum. This will always be our first step in early assessment as well as in responding to pupils who have SEN.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our teaching and curriculum to ensure all pupils can access it through scaffolds, adult support, pre-teaching and/or vocabulary support.

- Using recommended aids, such as laptops/iPads (including Apps as appropriate), coloured overlays, coloured paper, reading rulers, visual timetables and symbols.
- Exploring the use of technology, such as iPads, Chromebooks, laptops and The Portal (immersion room) to support independence and enhance experiences.
- By referring to Dudley's Ordinarily Available Inclusive Provision document, additional strategies to support children are also explored.

For some pupils, planning may include elements of preparing for secondary school and adulthood.

All children access a broad and balanced curriculum, including SATs, Phonics Screening Checks and Multiplication Times Table Checks, alongside their peers. For a very small number of children, the curriculum and assessments may be amended to meet their very specific needs – where this is the case, parents are kept informed. On some occasions, a child may be disapplied from the National Tests, if they are working too far below the expected standards and it is decided, in consultation with parents that it is not in their best interests to do so.

Adaptations to the learning environment

Some of the adaptations we make to the learning environment to ensure all pupil's needs are met:

- There are digital screens in the learning environment for the teacher-led modelling, fully immersive experiences and accessibility tools.
- We use visual timetables to support learning and transition throughout the day.
- In Early Years, resources are labelled with photos, words, or symbols and the environment is designed to be language rich.
- Where needed, pupils with SEND have their own independent workstations to assist their adapted learning.
- A small minority of pupils may benefit from additional speech and language support, in a smaller, quieter environment.

A list of provisions for Newfield Park Primary Academy can be found in Appendix 2.

Staffing

Department structure



Mrs Kate Sharratt
SENCo



Mrs Nicky Matthews
HTLA



Mr Alex Shaw
TA



Mrs Carole Mussett
Learning Mentor, ELSA, TA



Ms Joanne Malcolm
Safeguarding Lead

Our current staff structure (2024-2025)

Teaching Staff

Nursery	EYFS	Key Stage 1	Key Stage 2	Other
2 x Part Time Teachers	2 x Full Time Teacher & MLT	4 x Full Time Teachers (1 x MLT)	6 x Full Time Teacher (1 x MLT) 4 x Part Time Teachers	4 x PPA teachers (SLT)

Learning Support Assistants

Nursery	EYFS	Key Stage 1	Key Stage 2	Other
3 x TA	1 x HLTA 1 x TA	2 x TA (1 x TA 1:1 PM session)	1 x TA (1:1, 1 hour per day) 2 x TA (1:1)	1 x Learning Mentor/ELSA 1 x HTLA SLCN support, 1 x TA SLCN support 3 x Cover Supervisors PPA

Training

Shireland Collegiate Academy Trust prioritises professional development.

At Newfield Park Primary Academy, training centres on quality first teaching and classroom scaffolding to support children with SEND.

Dudley LA has released its Ordinarily Available Inclusive Provision document, and staff have been trained on its use and the delivery of associated strategies.

All staff are trained in Trauma Informed Practice, and we have a dedicated Emotional Literacy Support Assistant (ELSA) who receives ongoing training.

Teachers have received autism training from Dudley CIPS (Communication Interaction Physical Sensory Service).

Some staff have received training in Emotion Coaching to assist children in managing their emotions.

This year, the school has partnered with Birmingham City University (BCU) to further enrich our support for children with Speech, Language, and Communication Needs (SLCN) by developing a Total Communication Environment. Additionally, the SEND and Additional Needs Officer (SANO) and CIPS have worked collaboratively with the SENCo and certain teaching assistants to enhance staff expertise in supporting children experiencing more significant speech and language delays.

Please see Appendix 3 for the SEND training record for the 2024-2025 Academic year.

Engagement in Activities

All pupils can participate fully in activities provided by school, on occasions, additional adults or where appropriate, reasonable adjustments are made to enable inclusion.

After school clubs, educational visits and residentials can be attended by children with SEND:

- A variety of sports clubs and swimming for some year groups
- Choir
- Residential visits to Pioneer Centre and Astley Burf
- A variety of educational visits with their class

Emotional and Social Development

At Newfield Park Primary Academy, staff collaborate with parents, pupils, and professionals to aim to remove barriers to learning. We recognise that all pupils require positive mental health and wellbeing to be ready for learning.

We offer comprehensive wellbeing support to our pupils through counselling services and Social, Emotional, and Mental Health (SEMH) mentoring programmes, facilitated by a staff member trained in the ELSA framework. All pupils are encouraged to communicate any concerns or issues with Trusted Adults, ensuring they understand the importance of seeking support when needed.

All children participate in the Jigsaw Education Programme, which provides a mindful approach to Personal, Social, Health Education (PSHE).

Our staff have completed appropriate training in mental health, safeguarding, trauma-informed care, and Adverse Childhood Experiences (ACEs).

Certain students may be referred to the School Nurse or to the Child and Adolescent Mental Health Service (CAMHS) in Dudley or Sandwell for specialised support. Additionally, the school collaborates with Phase Trust to provide mentoring services and community activities for both young people and their families.

The Designated Safeguarding Lead (DSL) and SENCo can direct families to Dudley Family Hubs, the Dudley Parenting Service (including Triple P or Solihull Approach), or Early Help for support. In Sandwell, the Family Information Service, Sandwell Inclusion Service, and Family Hubs also offer advice to parents and families.

Engaging with External Agencies

To obtain additional specialist input, Newfield Park Primary Academy regularly consults with and coordinates efforts alongside the following external agencies:

Dudley Local Authority – Education Outcomes

- Educational Psychology Services (EPS)
- Learning Support Service (LSS)
- Communication Interaction Physical Sensory Service (CIPS)
- SEND and Additional Needs Officer (SANO)
- Inclusive Pathways
- Virtual School workers
- Integrated Early Years Service (IEYS)
- Phase Trust
- Sensory Support Team (VI/HI Teachers)

Sandwell Local Authority – Inclusive Learning Services

- Educational and Child Psychologist
- Specialist Advisory Teacher for Learning
- Specialist Advisory Teacher for SEMH
- Complex Communication and Autism Team (CCAT)
- Sensory Support Team (HI/VI Teachers)
- Virtual School – LACE Development Workers

NHS Services

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy (SALT)
- Hospital Consultants/Paediatricians
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurses and Health Visitors

Social Care

- Social Workers
- Early Help
- Local Family Hubs

Some students at Newfield Park Primary Academy who have special educational needs reside in neighbouring boroughs. When additional assessment or support is needed, coordination occurs with the appropriate Local Authority services.

When a child or young person in local authority care has Special Educational Needs, the DSL will play an active role in Personal Education Plan (PEP) meetings and may serve as a key contact, along with the Designated Teacher for Looked After Children, regarding special educational provision.

Evaluating the Effectiveness of Provision

Governance

The Standards and Performance Committee, via the SEND link governor, will oversee SEND provision at the Academy, including pupil outcomes but not limited to academic results. The link governor meets with the SENCo at least annually and provides a report for the committee.

The Role of the Trust

The Shireland Collegiate Academy Director of SEND monitors the effectiveness of SEND provision through regular visits and scrutiny of each Academy's SEND Raising Attainment Plan.

The Director of SEND provides regular SENCo network meetings to enable sharing of good practice, development of provision and further training opportunities.

The Role of the Principal

Key responsibilities include:

- ensuring they designate a qualified teacher to be responsible for coordinating SEND provision
- ensure the SENCo has, or is working towards achieving the National Award in Special Educational Needs Coordinator
- ensure all teachers understand that they are teachers of children with SEND, and that they maintain operational responsibility in their lessons for SEND provision, through high quality adaptive teaching, with appropriate differentiation and personalisation
- ensure that their Academy will use their best endeavours to meet the needs of young people with SEND, making reasonable adjustments where possible

The Role of the SENCo

Key responsibilities include:

- monitoring and evaluating the progress of pupils with SEND
- overseeing the day-to-day operation of the school's SEND Policy, by working closely and liaising with pupils, staff, families and external agencies
- advising on delivering The Graduated Approach to pupils with SEND
- being a key point of contact with external agencies
- working with the Principal and School Governors, to ensure the school meets its responsibilities under the Equality Act (2010), regarding reasonable adjustments and access arrangements
- ensuring SEND records are up to date
- planning how to develop SEND provision through an action plan aligned with the priorities laid out in the school's Raising Attainment Plan (RAP)
- providing advice, guidance and training to support staff working with SEND children
- providing appropriate SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records

Local Offer Contribution

Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham	Home - Local Offer Birmingham
Dudley	Dudley Local Offer Dudley Council
Sandwell	SEND Local Offer Sandwell Family Hubs
Walsall	Welcome to Walsall's SEND Local Offer Send
Wolverhampton	Home Wolverhampton SEND Local Offer

Complaints

The Shireland Collegiate Academy Trust Complaints Policy is published on each Academy website.

Should a parent or carer have a complaint about the special educational provision made for their child, they should in the first instance discuss this with the class teacher or key worker.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the Academy SENCo
- Discuss the concern with the Academy Principal
- Discuss the concern with the Trust Director of SEND

Should the complaint still not be resolved, the matter may be raised with the CEO of the Trust, entering the Trust's Complaints Policy at Stage 5.

Appendix 1 – SEN Data for 2024-2025

Please see a full breakdown of Newfield Park Primary Academy's SEN register based on students' primary need.

Student Data for the Primary Area of Need (as identified on the SIMS and the SEND Register)

	Cognition and Learning		Communication and Interaction		Sensory and/or Physical			SEMH
	LD/MLD	SpLD	ASD	SLCN	VI	HI	PD	
Nursery	0	0	0	1	0	0	0	0
Reception	2	0	3	5	0	0	0	1
Year 1	5	0	1	5	2	0	1	5
Year 2	1	0	0	6	0	0	0	2
Year 3	2	0	1	0	0	0	1	4
Year 4	1	0	1	5	0	1	2	7
Year 5	1	1	2	2	0	2	2	3
Year 6	2	2	2	2	0	0	0	2
Total by Need	14	3	10	26	2	3	6	24
	C&L		C&I		S&P			SEMH
Total students in the 4 broad areas of need	17		36		11			24
Percentage of SEND Register per broad area of need	20.73%		43.90%		13.41%			29.27%

	Total SEND	Percentage of Year Group	NOR
	1	2.04%	49
	11	18.30%	60
	13	22.03%	59
	9	15.00%	60
	8	13.56%	59
	17	28.33%	60
	13	22.03%	59
	10	16.39%	61
Whole School SEND	82	17.56%	467
EYFS SEND	12	11.01%	109
KS1 SEND	22	18.49%	119
KS2 SEND	48	20.08%	239

Appendix 2 – Interventions 2024-2025

The following interventions were available at the Academy during 2024-2025

	Wave 1 Universal Provision	Wave 2 Targeted Provision	Wave 3 Specialist Provision
Cognition and Learning	Differentiated Curriculum Visual prompts and scaffolds Pre and post teaching Dictionaries Writing frames Practical resources and apparatus Century Tech Learning Differentiated homework TA support group in class Additional reading Times Tables Rockstars Differentiated phonics groups Coloured overlay/reading ruler IT to support word processing Coloured print outs Reading Buddy Teach your monster to read	Word, Wasp, Hornet Reading Eggs Phonics interventions Booster groups Adpated planning Small group work	Reader pen Additional 1:1 support in lessons SEND specialist teacher support Adapted timetable/curriculum
Communication and Interaction	Language prompts and scaffolds Visual prompts Visual timetables Modelled examples WELLCOMM Social stories/scripts Communication friendly environments Colourful Semantics	Workstation in the classroom WELLCOMM intervention SALT targets Now and Next boards Task boards Communication boards Targeted speech and language support	Specialist SEND support – Specialist support SALT Intensive Interaction Commenting Approach Attention Autism Individual speech and language support
Social Emotional and Mental Health	Jigsaw PSHE lessons Phase Trust workshops Assemblies Hello Yellow – mental health awareness School mentor check-in Forest School	Lego Therapy Forest School – additional sessions Drawing and Talking Therapy Phase Trust mentor Nurture groups ELSA support Early Help	Play Therapy Behaviour Plans (IBP)
Sensory and/or Physical Needs	Dough Disco Limited classroom displays Changing seating positions Move and sit cushion Pencil grips Sloped writing boards	The Portal (immersion room) Get Moving Super Movers Fine motor skills intervention Sensory Circuits	OT movement programmes SEND specialist support – HI/VI services

Appendix 3 – SEND Training Record 2024-2025

Role of Person(s) Completing Training	Training Provider	Detail
CIPS Specialist Teachers	CIPS	Autism/ASC/ASD Training
SENCo	Newfield Park Primary Academy	Ordinarily Available Inclusive Provision
CIPS Specialist Teachers	CIPS	Training to support specific children (2 x TAs and SENCo)
SANO Teacher	SANO	Training to support specific children (2 x TAs and SENCo)
Dudley EP Service	Dudley EP Service, ELSA	ELSA training for 1 x TA
Specialist SALT	Birmingham City University	Training for 2 x TAs and SENCo
Specialist SALT	Dudley SALT NHS	Modelled techniques to support specific children for 2 x TAs and SENCo
Specialist HI Teacher	Dudley HI Service	Support for HI children Relevant teachers, TAs and SENCo
Special School Headteachers and Teachers	Special School MAT – The Brier Special School, Woodsetton Special School, Sutton Special School	AAP tracker training. Screening tool to be used to track progress of children with significant delays and complex needs. SENCo