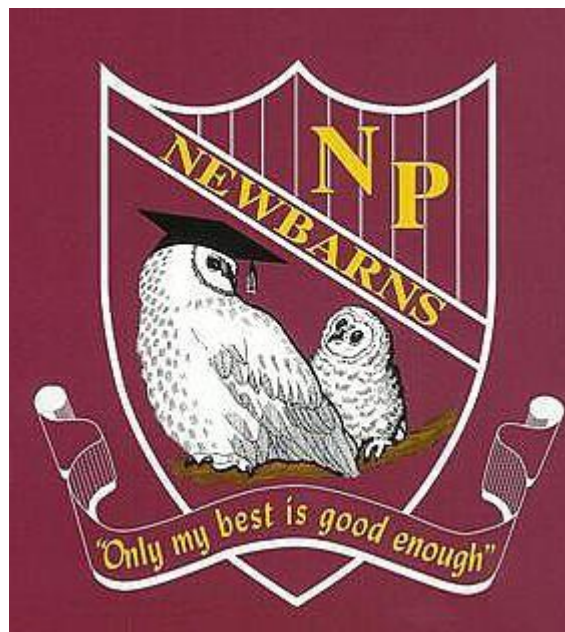


Special educational needs (SEN) information report

Newbarns Primary and Nursery School



Approved by:	Victoria Fitzgibbons	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Home | Newbarns Primary & Nursery School](#)

You can ask a member of staff to send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Victoria Fitzgibbons.

She has 7 years of experience in this role, both at Newbarns and another local school. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2022.

Mrs Fitzgibbons is our Senior Mental Health Lead and has completed the Senior Mental Health Leadership Certificate.

She is available full time to manage SEN provision, with no teaching commitments.

Mrs Fitzgibbons can be contacted via email, victoriafitzgibbons@newbarns.cumbria.sch.uk, or by phone, 01229 877442.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Teachers also receive external training as appropriate, for example this year all teachers have completed a manual handling course and Autism Awareness training, as well Emotion Coaching.

Additional Needs Teachers

Mrs Kate Nayler runs our 'Hive' provision unit. Miss Laura Redfern runs our 'Nest' provision. Miss Jade Fagan has a small Year 6 teaching group.

Teaching assistants (TAs)

We have a team of 29 TAs who are trained to deliver SEN provision.

In the last academic year, TAs have been trained in Makaton, Autism Awareness, Manual Handling, Emotion Coaching, Speech and Language and behaviour. They have also attended many in-house training and INSET sessions.

Pastoral Support Team

Mrs Victoria Fitzgibbons leads the pastoral support team in her role as Senior Mental Health Lead.

Miss Laura Redfern, Miss Laura Kentuck and Mrs Gail Brennan are ELSA workers, providing 1:1 or small group support.

Pastoral Support Team

Mrs Victoria Fitzgibbons leads the Early Help Team.

Miss Laura Redfern co-ordinates Early Help in the Early Years.

Miss Serena Harris co-ordinates Early Help in Key Stage One and Key Stage Two.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact them via Class Dojo, or you can request a face to face appointment via the Office.

They will pass the message on to our SENCO, Mrs Victoria Fitzgibbons, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via email, victoriafitzgibbons@newbarns.cumbria.sch.uk, or by phone, 01229 877442.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, Maths, emotional regulation, peer relationships or speech and language.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

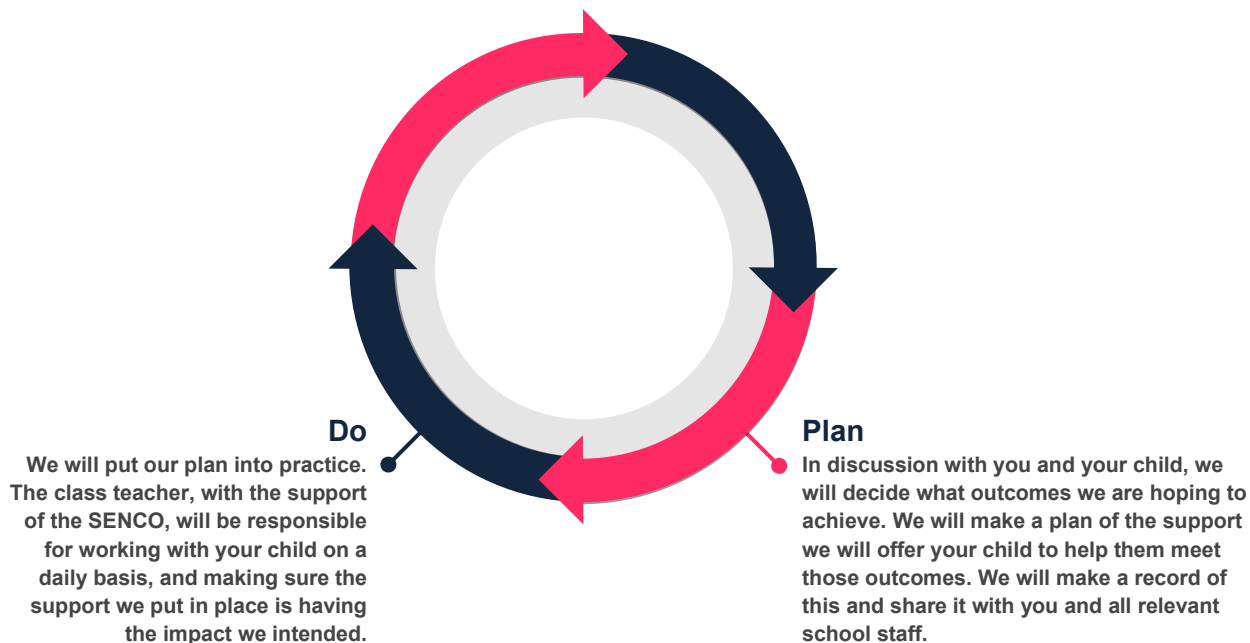
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. If your child has an IEP, this will be reviewed termly and you will be able to see this online, via Provision Map.

You will have the opportunity to attend Parents' Evenings, where you can meet with your child's Class Teacher and also the SENCO.

If your child has an Education, Health and Care Plan (EHCP), or is on Early Help, meetings will be more frequent. The purpose of these meetings will be to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. This can be done via Class Dojo, or by contacting the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when appropriate
- Teaching assistants will support pupils in small groups when appropriate

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS

Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Sensory breaks
	Speech and language difficulties	Speech and language therapy Vocabulary Pre-Teaching Visual cues
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured Overlays Additional adult support where necessary
	Moderate learning difficulties	Additional adult support where necessary
	Severe learning difficulties	Additional adult support where necessary
Social, emotional and mental health	ADHD, ADD	Quiet workstation Brain breaks Medication Management
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA SERIS
Sensory and/or physical	Hearing impairment	Hearing equipment support
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	Additional equipment/support as required

These interventions are part of our contribution to Westmorland and Furness' local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each term

- Using pupil feedback
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Reviewing Pupil Passports
- Liaising with Teaching Assistants, Class Teachers, Pastoral Team etc
- Discussion with Parents/Carers

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority via an EHC needs assessment.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in all school activities, including sports events, shows and assemblies.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at Newbarns Primary and Nursery School, in line with the school admissions policy.

If your child has an Education, Health and Care Plan (EHCP), you can request a particular school through the EHCP Annual Review process. The Local Authority must comply with this request unless the school is deemed unsuitable for your child based on their age, ability, aptitude or SEN, or if the attendance of your child at that particular school would be incompatible with the efficient education of others.

If you choose Newbarns Primary and Nursery School, a copy of your child's EHCP will be sent to us so that we can comment on our suitability to provide an education for your child. Our admissions policy ensures that pupils with an EHCP will be given a place in school as a priority.

13. How does the school support pupils with disabilities?

We believe that our inclusive, equitable practice fully embodies our school motto, 'only my best is good enough'. We encourage all students to try their best, regardless of their barriers to learning. Where there are

barriers, our job is to provide support and strategies enabling our learners to overcome their struggles and become confident, happy and successful.

Our Accessibility Plan is available via our website.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › We have three trained ELSAs in school, Miss Laura Redfern, Miss Laura Kentuck and Mrs Gail Brennan. The ELSA workers support individuals and small groups, building resilience, developing confidence and talking about feelings
- › We have a 'zero tolerance' approach to bullying. Any allegation of bullying is taken extremely seriously and dealt with in accordance with our Behaviour Policy

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term
- › Provide additional transition visits to new classrooms and teachers, where this is appropriate

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Moving to Secondary School

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Victoria Fitzgibbons will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will

make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you are concerned about the provision your child receives in school, you should first discuss this with the class teacher. If you still have concerns, you should discuss this with Mrs Victoria Fitzgibbons.

If, after this, you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Westmorland and Furness Council's local offer. Westmorland and Furness Council publishes information about the local offer on their website:

[Families Information | Westmorland and Furness SEND Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Special Educational Needs and Disabilities Information, Advice and Support Service \(SENDIASS\) | Westmorland and Furness Council](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

