



Newchurch Community Primary School

SEN Information Report 2025-2026

School address:	Glebeland, Culcheth, Warrington, WA3 4DX	Headteacher:	Mrs Jayne Narraway
Contact details:	01925 763427 Newchurch_primary@sch.warrington.gov.uk	SENCO:	Miss Lauren Igglesden
Website:	https://newchurch-primary.eschools.co.uk/website	Pastoral Lead:	Mrs Hannah Brinksmann-Wood
Type of school:	Maintained Primary School	Chair of Governors:	Mrs Claire Howarth-Platt
Number on roll:	201	SEND Governor:	Mrs Jean Williams
Our school:	Newchurch Community Primary is an authentic inclusive mainstream school, where nurture is at the heart of everything we do as we feel that when children are happy and content, their learning progresses and we can 'prepare them to fly'. Parents/carers are genuine co-educators of the children and engage in a mutual endeavour to see children with SEND succeed and achieve is at the heart of the decisions that are made. Newchurch will not compromise when it comes to the delivery of a broad and balanced curriculum and strives to ensure that all children, irrespective of their needs, will engage fully in the 'Chocolate Box Curriculum' where all children's talents will be recognised and shine. <i>'It is the view of the review team that Newchurch Primary School is a truly exceptional inclusive school, where children feel safe and secure and families feel that their children are at the heart of the school community. It radiates a wonderful warm environment, where you automatically feel welcomed and that your presence is valued. It is a nurturing, positive setting, and the school goes above and beyond to ensure the children with additional needs receive the support they require to access their curriculum without barriers. Basically, they" put their money where their mouth is", to ensure that all their Newchurch Robins can fly high by the time they leave in Year 6. Their 'chocolate box' curriculum enables all pupils to access a varied and balance education whilst there and are provided with opportunities to shine across all curriculum areas. It is evident that purposeful and strong relationships exist across the school. The relationships are based on trust, respect and mutual support and the staff hold the SEND Team in high regard. ' (SEND Peer to Peer Review, July 2024)</i>		
What is SEND provision like at Newchurch?	Newchurch's mission statement is 'Prepare to Fly' and this is what we strive to achieve for all our children, including those with Special Educational Needs and Disabilities (SEND). This is recognised each year when the school achieves the Warrington Committed to Inclusion Award in recognition of its commitment to the provision for SEND children at Newchurch. Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society. However, we also recognise that the journey to achieve this may be different for children with SEND and we embrace this challenge with an authentic inclusive mind-set, carving each child's individual roadmap to success.		

	Newchurch educates a number of children with additional needs as part of the Newchurch Family. These include: • Cognition and Learning – Moderate Learning Difficulties (MLD); Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia etc • Sensory, Medical and Physical Needs – Hearing and visual impairments, sensory difficulties, epilepsy. Etc • Communication and Interaction – Autism, Speech and Language etc • Social, Emotional and Mental Health – ADHD The school operates a SEND Team to oversee the provision for children with additional needs. This includes the headteacher, the SENCO and the Pastoral Lead.    Miss L Igglesden (SENDCO) Mrs H Brinkman-Wood (Pastoral Lead) Mrs J Narraway (Headteacher) Having a SEND Team allows for specialisms to be brought together and a more holistic approach to the strategic development of provision for children with special educational needs. Whilst there are members of the teaching staff who are on the SEND Team, all staff (teachers and teaching assistants) are highly knowledgeable with regards to the various additional needs and proactively engage in their own professional development to improve provision for children. SEND is everyone's responsibility and the school respects the partnership between parent/carers, children and staff to ensure the very best provision for the children in our care. Governors proactively monitor SEND provision and a SEND report is shared with the Governing Board on a termly basis.
What are the admission arrangements for SEND children to Newchurch?	Newchurch Community Primary school is an inclusive school. We have been awarded the 'Dyslexia Friendly Schools Quality Mark' by the British Dyslexia Association as well as achieving the Warrington Inclusion Hub 'Committed to Inclusion' Award for 2024-2025 and are working towards the award again this year. The school has achieved this accreditation for the last eight years, since it started. We have a welcoming community and embrace diversity. Admission into our school's reception class is managed by Warrington Borough Council's admissions department and details can be found on their website. Up to 30 children can be admitted into our Reception class each year. Children can also be admitted into our other classes if there are spare places. The Local Authority may admit a child with an EHC Plan if Newchurch CP is the mainstream school

	identified as most able to meet the child's Special Educational Needs. We welcome visits to the school from prospective parents and are keen to talk to parents of children with SEND to discuss our offer and answer any questions they may have.
How does Newchurch and parents identify children and young people with SEND and assess their needs?	The method of identification and provision for children with special needs and or disabilities follows a graduated approach and staff are guided by the SEND Policy. 1. Concerns are first raised and addressed through normal classroom practice or when discussed in progress meetings with the headteacher. If the child does not respond and it is felt that his or her needs are additional or different from normal classroom practice, then the child's needs will be met through targeted intervention. This level of support is considered to be Element 1. Children may have an Individual Education Plan (IEP) that identifies a small number of targets to focus on. 2. If a child requires further additional and specialist provision, the school may consult with outside agencies. The child's needs are considered Element 2 (SEN Support) and they will have an Individual Education Plan (IEP). 3. In some cases a child's needs cannot be met by the school without additional support from other agencies. An Education Health Care Plan (EHC Plan) may be requested from the Local Authority. The child's needs are then considered Element 3. 4. For most children who experience some degree of SEND, their needs are able to be met through inclusive quality first teaching with their progress closely monitored and will go on the 'Watchful Wait List'.
How does Newchurch consult with parents of children with SEND and involve them in their child's education and provision?	Newchurch operates an Open Door Policy where parents/carers are actively encouraged to come into school and speak with the SEND Team if they feel their child needs support, needs different provision or is not making progress. Parent/carers of children with additional needs are invited to a termly parental conference with the class teacher and the SENCO and Headteacher to discuss their child's progress and achievement across the whole curriculum and also to review targets on the child's individual education plan (IEP), to set new SMART targets, look at support from home and to discuss any further referrals or provision that is needed. These meetings can be face to face, online or a hybrid. Children who have Educational Health Care Plans (EHCPs) have an annual review where parent/carers make their contributions to the review process, sharing their wishes and feelings as well as opinions on their child's progress. Parent/carers of SEND children are invited to Parent Board meetings with the headteacher and SENCO to discuss provision for children with additional needs and how the school can improve access, experiences and outcomes for their children e.g. networking with other families of children with SEND, homework etc. Following parent/carers conferences, questionnaires are sent to gather views on the process and the ways in which they can be refined.

	When children with SEND are engaged in educational visits or school events, the needs of their child are considered and they will often be asked to accompany their child on the visit or support them at the event.
How does Newchurch consult and involve children with SEND in their education and provision?	There is a strong pupil voice at Newchurch and children's views are taken seriously and all children are heard. The whole process of the graduated response is child-centred. In preparation for the review of IEP targets, the children reflect on their achievements and next steps as part of the process. For children who experience some incidents of dysregulation, the SENCO and class teacher works alongside the child to make changes to their provision to reduce any further incidents. Each child on the SEN register has their personalised student passport which they have written with support and articulates: • Information about themselves • What they find difficult and what they are good at • Ways in which they can be helped in school • What they can do to help themselves • Interventions they currently have Pupil conferencing by the SEND governor, leadership team and subject leaders are common practice and the voice of SEND children are included in the developments of the provision for all children, not just those with SEND.
How does Newchurch assess and review children's progress towards their outcomes?	At Newchurch Community Primary we monitor the individual progress of <i>all</i> children closely by having termly meetings with staff to evaluate progress and attainment as well as setting further support for those children not making steady progress. Those children identified as having SEND are monitored closely by the SEND Team, the Senior Leadership Team and Governing Board to ensure that any interventions are having an impact on learning and so ascertain the effectiveness of our provision. On some occasions more formal assessments may be carried out to ascertain how much progress has been made and to inform the next steps in planning for your child. Your child's class teacher will explain any assessments they have used with your child. Where appropriate, we will seek support from specialist outside agencies. Your child's class teacher will request consent before any outside agencies are involved with your child. Parents can work with school to support their child's learning by: • reading at home regularly – listening to your child and reading to them • supporting any additional activities that are sent home, either by school or other agencies • sharing information about your child's strengths and areas for development • attending any parents information evenings or meetings that are held in school • being positive with your child and recognising the small steps of progress they make

	Progress against outcomes for SEND children is linked to the children's targets identified in the children's individual education plans. The school uses the graduated response cycle of assess, plan, do and review to measure the impact of interventions and provision for SEND children. Progress is measured against national data and based on the children's age and starting points. Attainment and progress data is shared with the parents and child. It is also recognised that assessment is not always in the form of data and could be more qualitative and in this case, progress is shown through the pupil voice as well as strength and difficulties questionnaire outcomes. Parents/carers, teachers, teaching assistants and children all contribute to the assessment and review of the children's progress towards their outcomes.
How does Newchurch support children with transitions between the different phases of education?	The preparation for any change for children with SEND is taken seriously and all steps are taken to support them in any transition. The key to any effective transition is communication between all parties (home, health and education) involved in order to ensure a holistic approach to support for children and families. Where possible, all transitions are supported with social stories. Transition into Reception class The school has an effective transition procedure which enables children (and parents/carers) to feel safe and secure when entering our Reception class. This includes: • Meeting with all parents • Visiting the nurseries and speaking with their key worker • Observing the children within their nursery setting • Transition visits with and without their adults • Parental conferences prior to the child's first day – including the SENDCO if needed. • Parental conferences early in the Autumn term to facilitate discussion and reassure parents of the effective transition of their child(ren) For children who enter school with an Educational Health Care Plan or an identified special educational, physical or medical need, the school will liaise with parents, practitioners and the SENDCO from the feeder nurseries. If required, further visits by a member of the Reception class team to the nursery as well as extra visits for the child will be facilitated. Transition in-year For children transitioning to Newchurch from another school, there will be an initial meeting with the parents to obtain any information that would support the children in their transition. The school will seek to gather the SEND records from the school the children are leaving.

	Like with the reception children, in year admissions are able to have transition visits prior to starting full time and there will be an opportunity to meet with the class teacher and SENDCO to discuss provision. Secondary School Liaison At Newchurch we recognise the importance of getting transition right for all our children. Good transition arrangements are in place with local high schools, and opportunities for children to build links and visit their next settings are planned for. Teaching staff and SEND Coordinators from both schools meet to share relevant information. Additional bespoke transition arrangements are put in place for vulnerable pupils.
How are children with SEND taught at Newchurch?	At Newchurch, we believe that every teacher is a teacher of SEND and are fully aware of the SEN Code of Practice. Regardless of the additional needs a child may have, we believe that every child is entitled to a 'Chocolate Box Curriculum'; a curriculum where every subject is given equal weighting, a curriculum that is broad and balanced and all children have the chance to progress and shine across the whole curriculum. All teachers at Newchurch Community Primary school match the curriculum to the needs of the individuals in their classes. The children are taught from their own starting points appropriate to their needs. When a child has been identified with special needs, their work will be personalised (adapted) by the class teacher to enable them to access the curriculum more easily. The school is given a notional SEND budget. The money is used to provide additional support or resources dependent on an individual's needs. Support can take many forms and our guiding principle is providing the highest quality first teaching for all children. All staff are committed to creating an inclusive learning environment. It is also recognised that some children will require a more personalised approach to their learning and this will be provided. Support may include (but is not restricted to): ▪ Small group teaching ▪ One to one teaching ▪ Additional teaching resources or practical apparatus ▪ Teaching others in small groups to allow your child to be taught in a smaller group by the class teacher ▪ Accessing additional support from specialists. ▪ Personalised task mats ▪ Interventions (some which have been directed by external agencies e.g speech and language)

	Teaching assistants may be allocated to work with a pupil one to one, or with a small group to target more specific needs.
What adaptations are made to the curriculum and the learning environment to support children with SEND?	The learning environment is key to the education of all pupils but more noticeable to children with SEND. A neutral, distraction-free and clutter-free, calm and orderly learning environment is crucial to the best conditions for learning and to reduce sensory overload for some children. The school aims to have a consistency from classroom to classroom to support children with SEND. Some children have their own learning spaces with the option to work on a table with their peers. They will have their own visual timetable and resources to access which are personalised to them. Quality First Teaching is key to the success of children but sometimes adaptations need to be put in place to make the task easier, not the learning. Reasonable adjustments will always be made to facilitate access to all areas of the school curriculum. Examples of these may include: • Sensory tools • Ear defenders • Wobble cushions • Touch-typing • Use of technology • Overlays, coloured paper and reading rulers • Writing slopes • Standing desks Relationships are important to effective learning and there is an ease between the staff and children based on mutual respect. Children work harmoniously together to support one another.
How well are staff trained in supporting children with SEND, including the development of specialist expertise?	The staff at Newchurch are continually updating their training through different courses (including online through the National College), INSET days and staff meetings, bespoke training, workshops etc. to ensure that staff are proficient in all relevant knowledge and skills. The SENCO has completed their SENCO award and the headteacher is working towards the NPQ for SEND. The Pastoral Lead has completed the Pastoral Lead Accreditation. The headteacher is an Advanced Senior Mental Health Lead and also a Lead Peer to Peer SEND Reviewer for the Local Authority. A range of staff are trained on the following: • SEND Code of Practice • SMART Targets setting • Behaviour management and de-escalation techniques • Trauma Informed and Attachment Training

	• Emotional Based School Avoidance • Emotional Literacy Support • EHCP writing and reviews • Sensory Processing • Visual processing • Supporting children with Autism: Autism and Spell, Autism and Anxiety • Supporting children with ADHD • Graduated Response • Adaptive Teaching • Supporting children with Pathological Demand Avoidance • Team Teach and Positive Handling • Mental Health training We have a member of staff trained in WELCOMM who will assess children's speech and language needs on entry to school and then early identification can be assured. When provided with speech and language programmes, staff complete the training recommended in order to fully deliver the care plan supplied. Newchurch is proud to have achieved the British Dyslexia Association's 'Dyslexia Friendly quality mark', which recognises the expertise of staff at supporting pupils with specific learning difficulties such as dyslexia.
How is the effectiveness of the provision made for children with SEND monitored and evaluated?	As part of the school's monitoring and evaluation policy and calendar, the effectiveness of provision for SEND children is monitored and evaluated in different ways: • Learning walks by school leaders (including the SENCO) and subject leaders • Monitoring visits by the SEND link governors • Biannual SEND Peer to Peer Review by the local authority • Reviews by the School Improvement Partner • Sharing of good practice during staff meetings • Finance team evaluate the impact of interventions and provision • Curriculum governors measure the impact of interventions on outcomes and progress for SEND children At the end of an intervention, the impact will be measured and shared with governors. Where interventions are linked to core subjects (Maths and English), standardised scores, national data, spelling and reading ages will be used to measure progress. Where interventions have been linked to a child's emotional development, SDQs will be utilised to measure the impact on the children's emotional resilience, conduct and relationships. In some instances, case studies will be used to show the impact of interventions.
What opportunities do	As a school that is committed wholeheartedly to inclusion, all children with SEND take part in every aspect of school life

children with SEND have available to them in comparison to their non-SEND peers?	including out of school activities and clubs. All pupils participate in a full range of opportunities and events arranged by the school, including trips and residential visits. Risk assessments are carried out and procedures put in place to allow all children to participate. Parents will be asked to contribute to discussions about how best to support their child in these activities. Where children experience barriers to their learning, the SEND Team work alongside class teachers, subject leaders and teaching assistants to make reasonable adjustments to learning or the activity in order to ensure equality of access to all learners. SEND children are representatives for their class as subject champions across the curriculum. In addition to this, SEND children have the opportunity to be part of the different leadership groups: Safeguarding Crew, Wellbeing Ambassadors, Happiness Heroes, Eco Council, Play Leaders and School Council.
What support does Newchurch give to children with emotional and social needs?	Newchurch prides itself on the pastoral provision for children's social and emotional wellbeing and ensures that there is a 'deliberate botheredness' about every child: their needs and interests. Relationships are vitally important in supporting children with social and emotional difficulties; therefore, all members of staff are readily available in the first instance should any pupil wish to discuss issues and concerns. Each member of the Newchurch Team has had training on attachment, anxiety and emotional support. Children who have social, emotional and mental health problems, have their needs met through individual plans and additional support or interventions. These are bespoke to the individual child. Strength and Difficulties Questionnaires (SDQs) are used to measure: • Emotional needs • Peer relationships • Hyperactivity • Conduct • Pro-social behaviours Based on the outcomes of the SDQs, appropriate and timely interventions will be put in place to support the child. Newchurch has a designated Pastoral Lead as part of the SEND Team who is able to offer a variety of pastoral support for children who are experiencing emotional difficulties. The Pastoral Lead is also trained in Emotional School-Based Avoidance (EBSA) and will support children who find attending school difficult. The headteacher is has also completed the Advanced Senior Mental Health Lead's training and is responsible for the strategic development of the provision for children with emotional and social needs.

	Newchurch also has a trained Emotional Literacy Support Assistant (ELSA) who works alongside children to give them strategies to support their emotional and social needs. The ELSA also works during lunchtimes to support children when outside and who may find things too overwhelming or may need support with their emotional regulation. Other interventions include: • Drawing and Talking therapy • Forest School • Social skills groups • LEGO therapy • Assertiveness groups • Play Therapy (if needed) • Emotional Literacy Support The school follows its Behaviour Policy, which includes guidance on expectations of behaviour but also recognises that children with SEND sometimes use behaviour as a means of communication. If behavioural needs are an increasing concern, the school may ask other agencies for advice and support, write a Pastoral Support Plan and seek access to the Child and Adolescent Mental Health Service, a service that gives direct support to families. School will always ask families to be fully involved in these processes. The school looks at each child individually to ensure that their needs are met. For example, extra provision during unstructured times, such as playtime and lunchtimes may be put in place through our Wellbeing Ambassadors.
How accessible is the school to children with SEND?	Children are treated fairly and equally regardless of their additional need or disability. Newchurch is accessible to anyone with physical needs including wheelchair access and has a disabled parking bay. We also have a disabled toilet and access to upper key stage two classrooms and the playground via a ramp. All of our classrooms are on the same level and are therefore easy for all children to access. Should specialist equipment be needed, this will be put in place and links with the health professionals will be sought to ensure they are appropriate to the child's needs. As a school we are happy to discuss individual access requirements. Specific health and medical requirements will be discussed on an individual basis. Parents are welcome to enquire or visit at any time to discuss any concerns. Parents/carers with a disability, as well as children with SEND, have access to the staff car park and will be presented with a parking permit if applicable.

	The school's Accessibility Plan provides further details.
How does Newchurch engage with other agencies e.g. health, social care, local authority services etc in order to meet the needs of children with SEND and their families?	There are a wide range of services available to provide teachers with more specialised expertise and the school readily engage with them for advice and support. The main agencies used by the school are: • CAHMS • Warrington Mental Health Support Team • LA Educational Psychologist • Early Help Support Team • Warrington Social Care • Young Carers • Health Professionals e.g. Occupational Therapy, Bowel and Bladder Services etc • St Joseph Family Centre • ADHD/ASD Nursing Team • Speech and Language Therapy Service • Warrington Visual Processing Difficulties Clinic • Chrysalis Education • ADDvanced Solutions Community Network • Play Interventions (Theraplay® Practitioner) There may be other services used dependent on the specific needs of a pupil. In all cases, should it be felt that a referral is needed to a particular agency to support a child's needs, parents will be consulted with and consent requested. For any child requiring medical assistance, detailed health care plans are established in consultation with parents/carers. These plans are shared with all staff who are involved with that pupil. Where appropriate other medical practitioners are invited to come into school to train relevant members of staff i.e. diabetic nurses, epilepsy nurses etc. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a medicine consent form is in place to ensure the safety of the child and protect the member of staff. There are a number of trained first aiders in school at all times. The school has a duty to ensure that children who are Looked After Children are given the appropriate support to ensure that they are able to engage in their learning and make progress. Working alongside the Virtual School for Looked After Children, the school maintains a Personal Education Plan (PEP) which works towards ensuring provision is put in place to help the children reach their potential.

What arrangements are in place to handle any complaints from parents of children with SEND about the provision provided for their child at Newchurch?	Due to the strong partnership between parents/carers at Newchurch and the staff, it is hoped that decisions around a child's provision is agreed on together and that communication is sufficiently effective between school and home that all parties could raise any concerns should they occur. However, should parents/carers have any concerns at all regarding the provision for their SEND child or the SEN policy, we would encourage them to speak with the school as early as possible. The first port of call would be the class teacher or the SENCO who will then bring your concerns to the SEND Team for discussion and action.
What is the link to the Local Offer?	Warrington's Local Offer provides parents and carers with information about how to access services in the region and what they can expect from those services. With regard to education, it allows parents, carers and young people know how schools and colleges will support them. Further information regarding the Warrington Local Offer can be found by following this link: https://www.warrington.gov.uk/SEND