



Newtown C of E Primary School

Special Educational Needs and Disability (SEND) **Information Report**

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Newtown is a mainstream Primary School. We cater for children aged 4-11 and work in partnership with our parents to ensure we meet the needs of all our children. We are an inclusive school and we pride ourselves on ensuring that children have the best possible experience of school.

1. *How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs?*

At Newtown Primary school we identify children with additional needs in a variety of ways:

- They have been identified as having additional needs by their pre-school/ nursery school and in the case of older children, their previous school.
- Concerns raised by parents/carers. Your child's class teacher is the first point of contact if you have concerns about your child. You can also arrange to see our Inclusion Lead or our Home School Welfare Manager (HSWM).
- Concerns raised by the class teacher if a child is performing well below their peers.
- Emotional or social difficulties that are preventing them from learning.
- Information from a range of external agencies such as speech and language therapy.
- Health diagnosis from a Pediatrician.
- We also have a range of assessments in school that we can use as and when appropriate. These can help us to identify areas of strengths and levels of ability, highlighting the areas where your child might need extra support.

2. *How will the school support my child?*

- The class teacher will plan for your child's needs on a day to day basis to ensure that progress is being made and will meet with you, at least on a termly basis, to share information about their progress, more often if your child has complex needs.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if the teacher feels this is necessary. The regularity and level of support varies according to need.
- Our Inclusion Lead oversees the support and progress of any child requiring additional support across the school. This is done through monitoring their progress and using the Hampshire Assess, Plan, Do, Review cycle.
- In September 2025, the school opened a Resourced Provision for children with an EHCP and a diagnosis of Autism. It aims to ensure children achieve their best and are supported to become confident individuals with fulfilling lives who successfully

transition to their next phase of education through interventions to remove, reduce, or ameliorate barriers to learning and support. The emphasis is on providing an inclusive model in which pupils spend approximately 50% of their time in mainstream classes and receive individual and small group work support as appropriate in the Resourced Provision.

- The annual review process for any child with an EHCP will determine whether recommendations are made to the local authority for placement within the Resourced Provision. It is also possible for children to access elements of the provision by way of intervention.
- Governors are informed termly about the progress and provision for children with SEND needs. Confidentiality is maintained at all times. A named Governor is responsible for Special Educational needs and Disabilities (SEND), he meets each half term with the Inclusion Lead and reports back to the governing body.
- The governors agree priorities for spending within the Special Educational Needs budget to ensure that all children receive the support they need in order to make progress.

3. *How will the curriculum be matched to my child's needs?*

- Learning tasks within the classroom are pitched at appropriate levels to ensure that all children can access the curriculum.
- Tasks may need to be differentiated. This may mean there are a range of levels of work to match children's specific needs.
- Some children will access the curriculum by alternative methods and record their work differently too making good use of augmentative technology such as laptops and tablets.
- For public examinations such as year 6 SATs we ensure all children who are entitled to extra time receive this. We also utilise extra members of staff to enable the children to have access to a smaller environment, with the support of a familiar adult to lessen the stress. We identify children who need specific support such as a scribe or reader and this is provided.

4. *How will both you and I know how my child is doing and how will you help me to support my child's learning?*

- At Newtown we offer an open door policy where you are welcome at any time to make an appointment at reception to speak to your child's class teacher, the Inclusion Lead or our Home School Welfare Manager (HSWM). We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers. Regular communication is important to us for all our children but especially so if your child has complex needs.
- Using Special Educational Needs and Disabilities (SEND) trackers and Standardised Score testing, class teachers are able to identify the different levels which a child is working at. This means that appropriate targets can be set for your child. Your child's SEND tracker will be shared with you during parents evenings.
- If your child's needs are more complex they may have an Education Health Care Plan (EHCP). You will be invited to a more formal meeting at least annually to discuss progress and review targets and will receive a copy of the report.

- The class teacher continually assesses each child and identifies when further support is needed. If needed, a conversation will be had with the Inclusion Lead to discuss any changes to your child's provision. If there are concerns about your child's progress you will be informed.
- We use diagnostic testing, National Curriculum assessment and standardised assessments. All our assessments are used as advised by the Hampshire Educational Psychologist Team.

5. *What support will there be for my child's overall well-being?*

At Newtown we strive to be an inclusive school; we welcome and celebrate diversity. As a staff we believe that how children feel about themselves is crucial to a child's well-being.

Pastoral support:

- All children are encouraged to be actively involved in all aspects of school life.
- As part of the curriculum all children take part in Personal Development Learning (PDL) to help children develop as individuals.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in the class and should be your first point of contact.
- The school also has a full time Home School Welfare Manager (HSWM) and Emotional Literacy Support assistant (ELSA) who work to support vulnerable children and their families. The Inclusion team meet bi-weekly to triangulate any support required.

Medical support:

- The school has a policy regarding the administration of medicines on the school site, closely linked to the national guidelines.
- Parents need to contact the class teacher or school office if medication is recommended by health professionals to be taken through the school day.
- Information is shared amongst all staff regarding medicines and conditions affecting individual children. Where required students will receive an Individual Healthcare Plan (IHP) detailing their medical care in school; this will be reviewed annually.
- The majority of staff have received first aid training and this is updated on a regular basis.

Behavioral and emotional support:

- We have a positive approach to behaviour management with clear rewards and sanctions followed by all staff and children.
- If your child needs extra support with their behaviour, an Individual Behaviour Management Plan (IBMP) can be put in place. This will be written in collaboration with parents and children - together we work towards achievable goals.

- Good attendance is encouraged and is monitored on a daily basis. Lateness and absence are recorded and reported upon to the Head Teacher.
- Our Home School Welfare Manager and Inclusion Lead are available to talk through problems and offer support.
- For some children we set up a home school link book to enable more regular communication between home and school.

6. *What specialist services and expertise are available at or can be accessed by the school?*

As a school we are able to call on a wide range of services to support individual children's needs such as;

- Hampshire Educational Psychology. (HEP)
- Speech and Language Therapy. (SALT)
- School Nurse.
- Primary Behaviour Service (PBS)
- The Communication and Interaction team (C&I)
- Specialist Teacher Advisor for Physical Disabilities (PD)
- Specialist Teacher Advisor for Visual Impairment (VI)
- Specialist Teacher Advisor for Hearing impairment (HI)
- Child and Adolescent Mental Health (CAMHS)
- Mental Health Support Team (MHST)

7. *What training are the staff supporting children with special educational needs having?*

At Newtown we provide a range of training opportunities on a regular basis. These include:

- Staff meetings.
- Weekly LSA training meetings.
- Advisory service training sessions.
- Bespoke training to match the needs of the children.
- Regular training from Hampshire's specialist teams such as the Educational Psychologists and School Nurses.
- INSET days and CPD training.

8. *How will my child be included in activities outside the classroom, including school trips?*

- All children are included in all aspects of the school curriculum.
- All children are encouraged to participate in school trips and residential activities. The school will work in partnership with parents/carers to make any additional arrangements to ensure this happens.
- A risk assessment is carried out prior to any off-site activity to ensure the health and safety of all concerned. In the unlikely event that it is considered unsafe for a

child to participate in a particular activity we will make alternative provision to ensure the same curriculum/learning is covered.

9. *How accessible is the school setting? (Indoors and outdoors)*

- The school site is on one level and is wheelchair accessible with an accessible toilet.
- The school car park has one designated parking bay for those with mobility difficulties.
- The school works with the Ethnic Minority and Traveller Achievement Service (EMTAS) to support families of children with English as an additional language.
- The school works with specialist advisory services such as hearing impairment, visual impairment and physical disabilities to ensure that any specialist equipment is provided.

10. *How will the school prepare and support my child before he joins school, transfers to a new setting or in the next stage of education and life?*

- All new children entering the Reception /Early Years class are encouraged to visit the school with their parents before they start and participate in a number of transition activities to ensure they settle well.
- Children entering the Reception /Early Years class with additional needs and their parents are given further opportunities to visit and meet with key people in order to familiarise them with the new setting and to ensure the school has appropriate provision in place.
- In addition, appropriate professionals from our school will visit pre-schools, or meet with key workers, in order to ensure smooth transition.
- Our cluster Secondary schools liaise closely with us and provide a range of transition activities to ensure the care and learning of our children is continued in the new setting. SENCOs from the relevant secondary schools are invited to individual EHCP annual reviews from Year 5 onwards.
- Some children will also have the opportunity to make an additional transition visit to meet the SENCO and other key support staff.
- Transition Partnership Agreements, TPA, are written alongside the secondary school to include all the information required to meet more complex additional needs of some children.
- A similar range of transition activities also take place when children move between key stages or transfer to a new school at other times.
- At the end of the summer term Transition Booklets are produced so that children, who may be anxious about the change of school or classroom, can look at the photos and read the accompanying descriptions to feel reassured about the changes.

11. *How are the school's resources allocated and matched to children's special educational needs?*

- We ensure that the needs of all children with SEND are met to the school's best ability with the funds available.

- We have a team of LSAs, funded from the SEND budget who provide specialist support through intervention programmes tailored to children's particular needs.
- The Governors agree priorities for spending within the SEND budget ensuring all children receive the support they need.

12. *How is the decision made about what type and how much support my child will receive?*

- The class teacher and Inclusion Lead will discuss the child's needs and what support would be appropriate. We involve the child by talking to them about how they feel they are getting on and what they would like more help with.
- Different children will require different types and levels of support in order to accelerate their progress until they achieve age-expected levels.
- Parents will also be involved in discussions about appropriate support.
- The impact of support is monitored closely. Progress is measured through reviewing SEND Tracker targets, Intervention Programme assessments and looking at the child's progress towards meeting age-related expectations. If a child has more complex needs the school may request an assessment for support from outside agencies. In some cases we may request for statutory assessment of the child's needs in the form of an Education Health Care Plan (EHCP).
- The Inclusion Lead, ELSA and Home School Welfare Manager are all available at parents evenings.

13. *How are parents involved in the school? How can I be involved?*

We work in close partnership with parents to ensure they are involved in, and fully aware of the provision for their child. This may include participation in:

- EHCP reviews.
- IHP reviews.
- Policy reviews.
- External agency consultations.
- Parent Teacher meetings.
- School trips.
- Parent workshops.
- Support with home learning tasks.

Who can I contact for further information?

- Your first point of contact would be your child's class teacher.
- You are also welcome to arrange to meet with our Inclusion Lead and Home School Link Worker.
- Our Special Educational Needs policy is available to view on the school website.

If you are considering whether your child should join the School please contact the school office to arrange a visit where we can discuss with you how we could meet your child's needs.

Additional information and advice is available from:

Support4SEND

www.hampshiresendiass.co.uk

Tel 0808 164 5504

Email info@hampshiresendiass.co.uk

14. Other Policies and Documents

- SEND Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Administration of Medication and Asthma Policy
- Behaviour and Relationships Policy
- Equalities Policy