

# SEN Information Report

## (STATUTORY)

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Policy approved/date	By FGB at their meeting on 27 <sup>th</sup> April 2026
Signature of Governing Body	Signed on behalf of FGB <i>C. Shephard</i>
Next review	January 2027

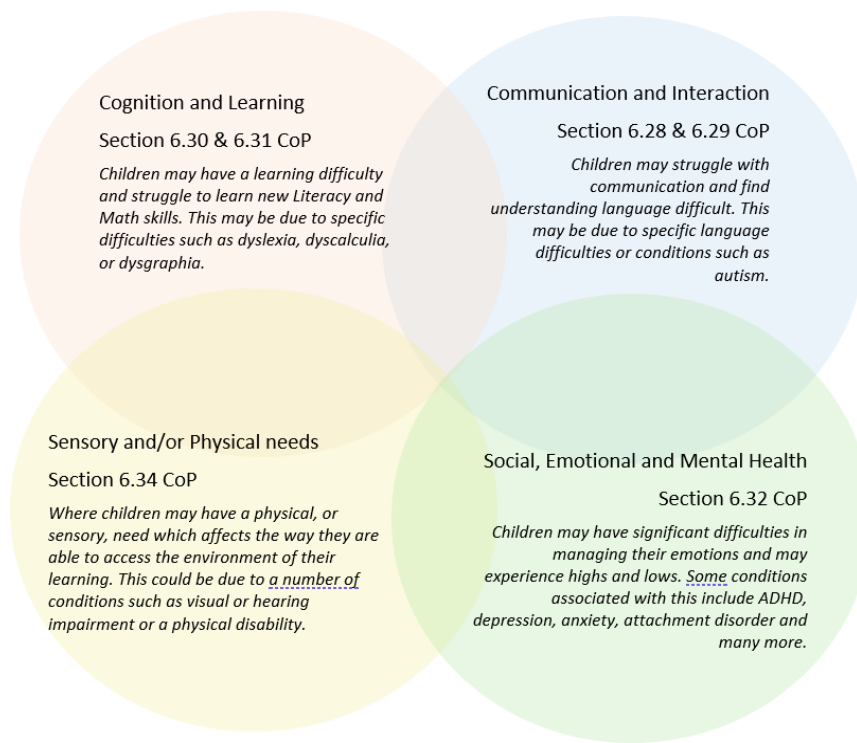
The Special Educational Needs (SEN) Information Report is a duty on schools to report information to parents under section 69 of the Children and Families Act 2014.)

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### 1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270273/SEND_Code_of_Practice_January_2015.pdf)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015) which states: *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age.*

*A child of compulsory school age has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.*

## 2. Which staff will support my child?

At Newlands Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Key staff who will be supporting your child are listed below. *Please note that this list is not exhaustive.*

### **Our Special Educational Needs and Disabilities Co-ordinator, or SENDCO**

The named SENCO is Mrs da Silva. She became SENDCO at Newlands Primary School in September 2024. Mrs da Silva has been working in education for over 20 years and in Primary education for over ten years. Mrs da Silva has qualifications in Child Counselling, Arts Therapy in Education, Primary Education and the Performing Arts. Mrs da Silva is working towards the NPQ SEND Qualification.

The SENCo is responsible for attending regular update meetings and briefings, and shares these with all members of staff in school.

## Class Teachers

The class teacher is your child's first point of contact, with overall responsibility in line with the SEND Code of Practice. All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

## Learning Support Assistants

We have a team of 10 LSAs, including 1 higher-level teaching assistant (HLTAs) who is trained to deliver SEN provision. Learning Support Assistants are trained to deliver interventions.

In the last academic year, TAs have been trained in:

- Bucket Time
- NELI (Nuffield Early Literacy Intervention)
- Gross Motor Intervention – Achieving Body Control & Clever Bodies by NHS Solent
- Fine Motor – Fine Motor Skills by NHS Solent
- Identiplay
- Provision Mapping
- Creating SMART Targets
- My Happy Mind – Mental Health Program
- Supporting transitions
- Ordinarily Available Provision

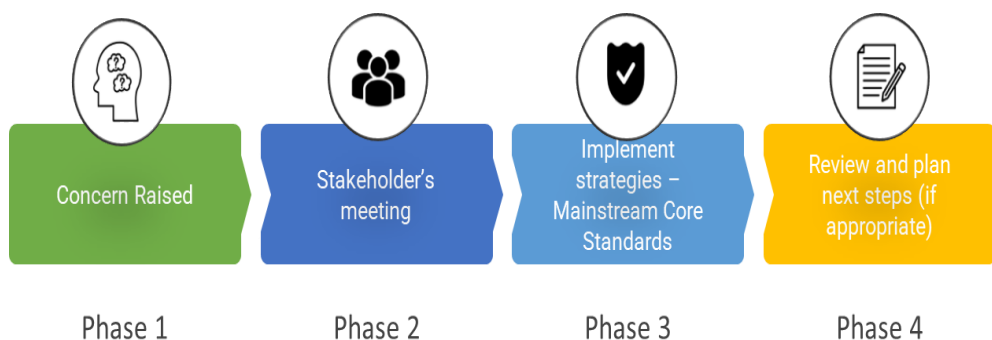
The team of Learning Support Assistants also meet regularly with the SENDCO for training purposes. Key messages and essential information are communicated and shared through these meetings regarding key pupils, intervention strategies, and relevant research and policies.

## External agencies

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 SEND and to support their families. These may include:

- Educational Psychologists
- GP's & Paediatricians
- PBS - Primary Behaviour Service
- CAMHS – Child and Adolescent Mental Health Service
- School Nursing Team
- Education and Inclusion Therapy Service - Speech & Language Therapy
- Education and Therapy Service - Occupational Therapy
- Specialist Teacher Advisory Service - Communication & Interaction
- Specialist Teacher Advisory Service - Sensory Support Team
- Specialist teacher Advisory Service - Physical Disabilities and Assistive Technologies Team
- EMTAS – Ethnic Minority and Traveller Achievement Service
- Early Help Hub

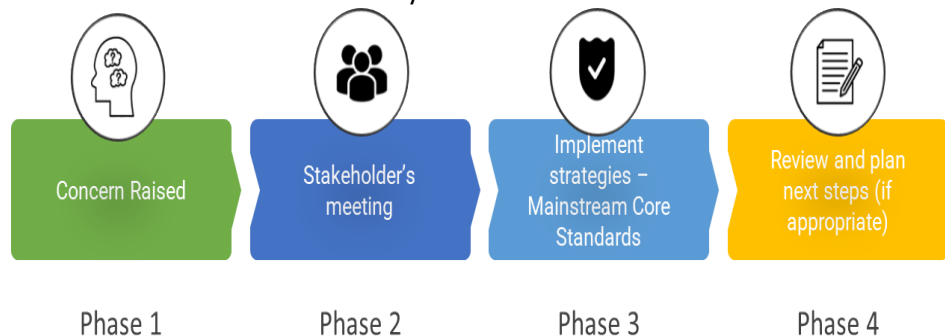
### 3. What should I do if I think my child has SEND?



<b>Phase 1</b>	If you think your child might have SEND, raise your concern with the Class Teacher. They will then notify the SENDCO.
<b>Phase 2</b>	The Class Teacher will meet with you initially to discuss your concerns and develop a clearer understanding of your child's strengths and areas of difficulty. The SENDCO may join the meeting if she feels it would be beneficial, or if this is requested by the Class Teacher or by you as a parent. Together, we will agree on the desired outcomes for your child and decide on appropriate next steps. A record of the discussion will be added to your child's file.
<b>Phase 3</b>	We will implement the agreed strategies and monitor these over an agreed period of time. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
<b>Phase 4</b>	If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND register. They will receive additional support, and this will be reviewed using the assess, plan, do, review model.

#### 4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



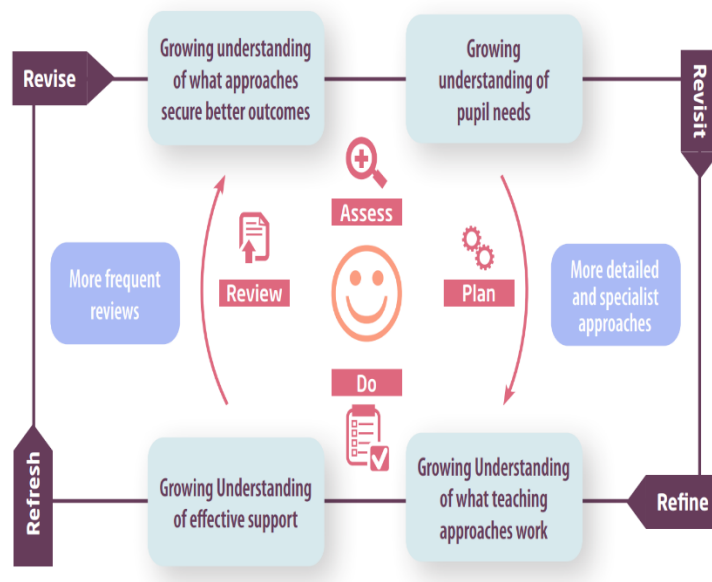
All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include reading, writing, mathematics, or social skills.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

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

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



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.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
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; this may mean the Plan, Assess, Do, Review cycle continues.

If progress is not made despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

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

We will provide reports on your child's progress annually.

A member of staff who knows your child well will meet you three times a year, to:

- Set clear Personalised Learning Plan 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. So, 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 SEND 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.

If you have concerns that arise between these meetings, please contact the Class Teacher or SENDCO. This can be done by speaking to the Class Teacher at the end of the school day or sending an email to [enquiries@newlands.hants.sch.uk](mailto:enquiries@newlands.hants.sch.uk).

## 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 individual needs. We recognise that no two pupils 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:

- Complete a One Page Profile with their Class Teacher or parent
- 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



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

### Commitment to Inclusive Practice

- The school is committed to providing high-quality, inclusive teaching for all pupils, in line with Hampshire's Ordinarily Available Provision (OAP), which outlines the provision that should be available in every school, every day.
- Teachers are expected to create inclusive classrooms that reduce barriers to learning and promote participation for all pupils.

### Quality First Teaching (QFT)

Quality First Teaching forms the foundation of support for pupils with SEND and includes:

- Carefully planned, well-structured lessons with clear modelling, scaffolded tasks and opportunities for guided practice.
- Differentiated teaching approaches to meet diverse needs within the classroom.
- Regular assessment for learning to identify gaps and adapt teaching responsively.
- High expectations for every learner, fostering independence and confidence.

## Ordinarily Available Provision (OAP) Adaptations

In line with Hampshire's OAP guidance, the school provides routine, proactive adaptations that do not require additional SEND resources:

### Classroom Environment

- Use of visual supports such as timetables, working walls, and task steps.
- Accessible and organised learning spaces with predictable routines.
- Low-arousal spaces or calm areas available for regulation where appropriate.

### Teaching and Learning Strategies

- Breaking tasks into manageable steps and providing scaffolded learning. [
- Opportunities for overlearning, repetition, and pre-teaching of vocabulary.
- Flexible grouping, ensuring pupils access peer support and mixed-ability learning.
- Use of communication-friendly approaches, including language-rich interactions.

### Social, Emotional and Mental Health Support

- Routine check-ins, emotion coaching and relationship-driven support.
- Strategies for self-regulation, including sensory tools and movement breaks.

## Graduated Response Within OAP

The school follows Hampshire's graduated approach:

- **Universal Support:** QFT and ordinarily available strategies provided to all learners.
- **Targeted Support:** Additional adaptations based on need, implemented within the classroom (e.g., personalised word banks, targeted intervention strategies).
- **SENDCO Oversight:** Where needs persist despite OAP, the SENDCO supports teachers with further strategies and next steps.

## Partnership with Parents and Carers

- The school will work collaboratively with parents to review how OAP and QFT strategies support their child's progress.
- Notes of meetings and agreed actions will be added to the child's record in line with Hampshire expectations. [connecttos...ire.org.uk]

## Interventions the School May Offer

To complement Quality First Teaching and Ordinarily Available Provision, the school may offer a range of **targeted group or individual interventions**, depending on identified needs and available resources. These may include, but are not limited to:

### Literacy Interventions

- Read Write Inc Phonics-based small group or 1:1 intervention.
- Reading fluency and comprehension.
- Spelling and writing development interventions.

### Numeracy Interventions

- Max's Marvellous Maths - Basic number skills intervention
- Interventions focused on key maths concepts, reasoning, and problem-solving strategies.

### Speech, Language and Communication

- Nuffield Early Literacy Intervention - Vocabulary development.
- Social communication groups.
- Programmes developed in consultation with Speech and Language Therapy (SALT) where appropriate.
- Identiplay
- Bucket Time

### Social, Emotional and Mental Health (SEMH)

- Emotional Literacy Support Assistant - group or 1:1 targeted intervention.
- Zones of Regulation - Emotional regulation groups.

- Talk About - Social skills programmes.
- Mentoring or check-in/check-out systems.

### Sensory and Physical Development

- Gross Motor Intervention – Achieving Body Control & Clever Bodies by NHS Solent
- Fine Motor – Fine Motor Skills by NHS Solent
- Sensory circuits or movement breaks.

### Additional Targeted Support

- Short-term catch-up sessions in specific curriculum areas.
- Pre-teaching or overlearning of key concepts.
- Specific programmes recommended by external professionals.

### Statutory Accessibility Plan

The school maintains a statutory Accessibility Plan, reviewed regularly, which sets out how we will improve access to the curriculum, the physical environment, and information for pupils with disabilities, in accordance with our duties under the Equality Act 2010.

## 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 a set number of weeks
- Using pupil feedback
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise



At Newlands Primary School we ensure that pupils have access to the appropriate equipment by maintaining a bank of commonly used resources as part of their Ordinarily Available Provision, which includes creating accessible, well-organised learning environments with the necessary tools and adaptations already available for everyday use. Where pupils require additional or specialised equipment beyond what is ordinarily available, the school will source these resources as needed, seeking advice from relevant specialists such as therapists, advisory teachers or other professionals to ensure suitability and effective use. In cases where a child has an Education, Health and Care Plan (EHCP), and specific equipment is identified within Section F, the school will ensure this is provided, with funding drawn

from the EHCP where appropriate and in line with Hampshire's graduated approach to ensuring access for learners with SEND.

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

The expectation is that all Hampshire schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

- 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 sports day, school performances and visiting workshops.
- 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.
- All Class Teachers have to administer Risk Assessments for their rooms, immediate environments, access to communal areas such as toilets, eating areas, PE & assembly areas & playgrounds and playground equipment. In addition, Risk Assessments are applied to all school trips and one-off activities. From these, steps are taken to ensure all children are able to be included in external activities. If there are specific requirements for pupils on the Intervention Register, we will undertake a specific risk assessment.
- Newlands Primary School is mainly a single storey building with all the classrooms having easy access to indoor communal areas (such as the library or hall) and outdoor provision. There is ramp access to the grass areas on the playground. An accessible toilet is available on the ground floor along the main corridor of our school. Our car park contains a designated disabled parking bay by the front entrance.

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

Please refer to the school's admissions policy.

### **13. How does the school support pupils with disabilities?**



Newlands Primary School meets all statutory requirements for supporting pupils with disabilities, ensuring that our environment is accessible, inclusive, and safe for every child. The school is equipped with a designated disabled-access toilet, and all classrooms benefit from flat, step-free entry to promote ease of movement throughout the building. In addition, ramps are installed to provide smooth access to raised playground areas, enabling all pupils to participate fully in outdoor activities. Together, these provisions reflect our commitment to removing barriers and fostering equal opportunities for all learners.

### **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 SEND are encouraged to be part of the school council.
- Pupils with SEND are encouraged to take part in the activities organised as part of the annual Children's Mental Health Week celebrations.
- Pupils with SEND also receive weekly lessons through the school's PSHE and wellbeing programmes, SCARF and My Happy Mind, which focus on developing emotional literacy, resilience, positive relationships, and strategies to support their mental and emotional wellbeing.

- Pupils with SEND can attend a lunchtime nurture club for pupils who need extra support with social and emotional development.
- The school offers ELSA support and can make referrals to the school nursing team for wellbeing sessions or to CAMHS where appropriate.

## 15. What support is in place for looked after and previously looked after children with SEND?

Mrs da Silva our SENDCO makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils 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 SEND personalised learning plans or EHC plans are consistent and complement one another.

## 16. What support will be available for my child as they transition between classes or settings?

### 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 a final meeting of the year when the pupil's SEND is discussed
- In Summer 2, pupils take part in two transition sessions with their new Learning Support Assistant, spending time in their upcoming classroom and completing a transition booklet that is then shared with their new Class Teacher.
- Pupils will attend a transition morning where they spend time with their new Class Teacher in their new classroom.
- There will also be other occasions when the New Class Teacher will spend time reading to the class or leading small group activities.
- If relevant, SEND pupils will be provided with a social story to support transition.
- Schedule lessons with the incoming teacher towards the end of the summer term
- Transition books are sent home with all children over the summer holidays

### 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.

### Between phases

The SENCO of the secondary school will come into our school for a meeting with our Headteacher, Year 6 Class Teacher and SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

We work closely with Yateley School, our main 'feeder' school, to ensure all pupils are familiar with their new setting. The children will have up to three opportunities to visit during Year 5 and 6, as well as working alongside teachers from Yateley School who visit Newlands during the Summer Term. We also work alongside the Learning Support Team from Yateley School who runs an additional support programme specifically tailored to aid transition for more vulnerable pupils.

Within school SEN pupils will take part in additional transition sessions supported by the class Learning Support Assistant. 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
- Developing key skills to support wellbeing and communication



**16. What support is available for me and my family? (Local offer)**

Hampshire’s SEND Local Offer provides comprehensive information about the support, services, and guidance available for children and young people with special educational needs and disabilities, as well as for their families. It brings together details on education, health, social care, transport, and specialist provision in one accessible place, helping families understand what support they can expect and how to access it. The Local Offer can be explored at: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer>.

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

Please refer to the school complaints procedure.