



SEN INFORMATION REPORT 2025-2026

Part of the Derbyshire Local Offer for Pupils with Special Educational Needs and Disabilities



Penny Pooley
SENDCo

Our school and SEND provision	At Newhall Infant and Nursery School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.
The SENDCo	Mrs Penny Pooley is our SENDCo and can be contacted directly on 01283 216496 or penny.pooley@newhallinfants.co.uk

Identification and assessment of pupils with Special Educational Needs and Disabilities

Currently 23.6 % of the pupils on roll are on the whole school SEND support register. 9 pupils receive Early Years Inclusion Funding/ Inclusion Panel funding, and 14 pupils have an Education and Health Care Plan (EHCP).

Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways.

- The school tracks data which identifies pupils who are not making expected progress. Progress of children with SEND is carefully monitored by scrutiny of data and intervention monitoring.
- Children working below age related expectations.
- Concerns voiced by parents / members of staff or external professionals.
- Pupils may come to us with outside agencies already involved. Newhall Infant and Nursery School has excellent links with outside agencies including but not limited to Paediatricians, Educational Psychology, Physiotherapy, Occupational Therapy, Speech and Language Therapy, Inclusion Support Advisory Service and Support Service for children with Physical, Visual and Sensory Impairments.
- The SENDCo makes referrals to these outside agencies as needed.

<p>Provision for pupils with Special Educational Needs and Disabilities a) The effectiveness of provision for pupils with SEND</p>	<p>Newhall Infant and Nursery School has a robust system of reviewing our provision each term using the Ofsted framework for self-evaluation. This includes scrutiny of:</p> <ol style="list-style-type: none"> 1. Pupil achievement 2. Behaviour and safety 3. Leadership and management 4. Quality of teaching <p>Governors are involved in this process and receive regular reports. All pupils who access an intervention are monitored closely and entrance and exit assessments are carried out. Staff monitor and review interventions using termly provision maps. These assessments are used to ascertain whether the progress made on these interventions is below expected, expected or better than expected.</p>
<p>b) Arrangements for assessing and reviewing the progress of pupils with SEND</p>	<p>Assessments are carried out each term to analyse the attainment of each pupil. Termly Pupil Progress Review meetings look in detail at the progress made in all areas by pupils with SEND. Parents are involved in the review process at least twice a year at parent's evenings and or review meetings. At the end of each academic year a written report is sent to parents detailing progress. The SENDCo and class teacher are available for appointments to discuss progress at any other time during the year.</p>
<p>c) Approach to teaching pupils with Special Educational Needs and Disabilities</p>	<p>All pupils at SEN Support on the Learning Support register have a Provision Map which details the provision made for them to achieve the next steps in their learning. All pupils with SEND receive high quality first teaching (carefully adapted work within the classroom). Carefully matched interventions enhance this teaching. Pupils may be taught as part of a class, in a small group or individually depending on the activity. School staff are supported by outside agencies regarding strategies best matched to teach specific pupils.</p>

<p>d) Adaptation of the curriculum and learning environment for pupils with Special Educational Needs and Disabilities</p>	<p>Our curriculum is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access. The school planning policy stresses the importance of planning for assessment and adapted teaching at both the medium and short-term stages. We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach. The in-class support provided by teaching assistants, Inclusion Support Advisory teacher and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.</p>
<p>e) Additional support for learning</p>	<p>The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with EYIF/IP/EHCP and pupils without. The allocation is made following needs analysis discussions and work between the senior management team and the governors. The funding is used to purchase classroom support and resources. The school will request assessment for an Education, Health and Care Plan from the LA when there are concerns regarding any two of the categories from education, health and social care. The school will request assessment when despite an individualised programme of sustained intervention within SEN support the pupil remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency. An Education, Health and Care Plan will normally be provided where,</p>

	<p>after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.</p>
<p>f) Activities available to pupils with Special Educational Needs and Disabilities</p>	<p>All extra-curricular activities, provided by the school, are available to all children and will be suitably differentiated and supported to ensure access for all. All educational visits are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. No pupil is removed from activities at Newhall Infant and Nursery School unless due to the request of parents or carers.</p>
<p>g) Support available for improving the emotional and social development of pupils with SEND</p>	<p>We have a robust safeguarding policy and protocol in place. Pupil's health and well-being is paramount. Positive play sessions and Multisensory room time is available to our SEND pupils/ pupils with social, emotional and/or behavioural difficulties. Personal care is conducted discreetly, with dignity and fostering independence where possible (please see intimate and personal care policy).</p>
<p>The expertise and training of staff in relation to pupils with SEND</p>	<p>Our SENDCo supports class teachers in planning for pupils with SEND. All of the teachers at Newhall Infant and Nursery School are qualified and a number of them have received specialist further professional development in a number of areas linked to Special Educational Needs. The school provides training and support to enable all staff to improve teaching and learning of pupils, including those with Special Educational Needs and Disabilities. Our teaching assistants also have a range of expertise in a variety of specialised areas including autism, dyslexia, Makaton etc. The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils.</p>

<p>Accessibility for pupils with SEND</p>	<p>Newhall Infant and Nursery School is a single storey building which is completely accessible to all. There is a disabled toilet. The equipment used in school is accessible to all pupils regardless of need. For further details please see the Accessibility Plan.</p>
<p>Consulting and involving parents</p>	<p>The school aims to work in partnership with parents and carers. We do so by:</p> <ul style="list-style-type: none"> ➤ Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision. ➤ Working effectively with all other agencies supporting children and their parents. ➤ Giving parents and carers opportunities to play an active and valued role in their child's education. ➤ Making parents and carers feel welcome. ➤ Ensuring all parents and carers have appropriate communication aids and access arrangements. ➤ Providing direct contact with the SENDCO via phone or email. ➤ Providing all information in an accessible way. ➤ Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing. ➤ Instilling confidence that the school will listen and act appropriately. ➤ Focusing on the child's strengths as well as areas of additional need. ➤ Allowing parents and carers opportunities to discuss ways in which they and the school can help their child. ➤ Agreeing targets for the child. ➤ Making parents and carers aware of the Derbyshire IASS services and any other support services they could access.

<p>Consulting with pupils about their Special Educational Needs and Disabilities</p>	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:</p> <ul style="list-style-type: none"> ➤ State their views about their education and learning. ➤ Identify their own needs and learn about learning. ➤ Share in individual target setting across the curriculum. ➤ Self-review their progress and set new targets. <p>In addition, pupils who are identified as having SEN are invited to participate in:</p> <ul style="list-style-type: none"> ➤ Setting targets. ➤ Regular meetings with named adults. ➤ Working with adults in small groups and one-to-one sessions. ➤ Annual reviews.
<p>Concerns about the provision for pupils with SEND</p>	<p>In the first instance we encourage parents to contact their child’s class teacher. If concerns remain we ask parents to contact the SENDCO/ Head Teacher. In the unlikely event that a concern is not resolved parents are asked to contact the Chair of Governors.</p>

<p>Outside agencies involved with pupils with SEND</p>	<p>At Newhall Infant and Nursery School we receive support from:</p> <ul style="list-style-type: none"> ➤ Educational Psychology ➤ Inclusion Response Team ➤ Support Service for Visual, Physical and Hearing Impairments ➤ Inclusion Support Advisory Service ➤ Speech and Language Therapy ➤ Physiotherapy ➤ Occupational Therapy ➤ Community Paediatrics ➤ Clinical Paediatrics ➤ Social and Communication Disorders Clinic ➤ Child and Adolescent Mental Health Services
<p>Arrangements for supporting pupils with SEND in transferring between phases of education</p>	<p>We recognise that transition can be difficult for a child with SEND. If your child is moving to another school, we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed on. When moving classes in school, information will be passed to the new class teacher in advance, and a meeting will take place between the current and new class teachers. Staff from the new year group will visit your child in their current year group and they will have the opportunity to visit their new class and meet their new teacher. The SENDCO also meets with our feeder nurseries and pre-schools to discuss those children who are transferring and who have special educational needs. The SENDCo also meets with all Junior schools to pass on information regarding children with SEN. All school records are sent to ensure that new staff are as informed as possible about a child's special educational needs and disabilities.</p>

Support for parents of pupils with Special Educational Needs and Disabilities	<p>Your child's class teacher and the SENDCo are always available to discuss your child's needs and progress. All outside agencies will contact parents to keep them informed of their involvement.</p> <p>Here are some further useful links:</p> <p>www.sossen.org.uk (The independent help line for Special Educational Needs) Derbyshire Parent Partnership can be contacted on 01629 533668 or parent.partnership@derbyshire.gov.uk</p>
Derbyshire's Local Offer	<p>This can be found at www.derbyshiresendlocaloffer.org</p>