



SEND Information Report

Academic Year 2026-2027

A practical guide to how Newton Primary School identifies, supports and includes children with special educational needs and disabilities.

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SEND Governor	Mrs Erika Thornhill
Pastoral Manager	Mrs Carol Wain
Approved by	Governing Body
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This report will be reviewed at least annually and updated sooner where information changes.



Introduction

Newton Primary School is a welcoming, nurturing and inclusive mainstream primary school. We believe that every child should feel known, valued and able to take a full part in school life. We celebrate children's strengths, recognise that every child's journey is different, and work closely with families to remove barriers to learning, participation and wellbeing.

This SEND Information Report explains how we identify and support pupils with special educational needs and disabilities (SEND). It should be read alongside our SEND Policy, Accessibility Plan, Equality Information and Objectives, Admissions information, Behaviour Policy, Safeguarding Policy and Complaints Procedure.

Our legal framework

Our approach is informed by the current statutory framework and guidance for schools in England, including:

- Children and Families Act 2014, Part 3;
- Special Educational Needs and Disability Regulations 2014;
- SEND Code of Practice: 0 to 25 years;
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils;
- School Admissions Code and statutory admissions arrangements;
- Supporting pupils at school with medical conditions statutory guidance; and
- Keeping Children Safe in Education.

The SEND Code of Practice identifies four broad areas of need. These are not labels, and a child may have needs across more than one area:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We use a graduated approach of Assess - Plan - Do - Review. Support is shaped with the child and their parents or carers, and is reviewed to check whether it is making a positive difference.

1. How does the school identify children who may need additional help?

Teachers continually assess children's learning, development, participation and wellbeing. We aim to identify needs early and respond promptly.

A concern may arise through:

- a parent or carer sharing a concern;
- the child sharing how they are feeling or what they find difficult;
- teacher observation, assessment or review of progress;
- information from a nursery, previous school or other setting;
- slower progress than expected despite appropriate teaching and support;
- difficulties with communication, interaction, learning, emotional regulation, sensory processing or physical access;
- attendance, health or wellbeing information that indicates an additional need;
- advice or assessment from an outside professional; or
- an existing SEN Support Plan or Education, Health and Care Plan (EHCP).



Low attainment, English as an additional language, attendance difficulties or a change in family circumstances do not automatically mean that a child has SEND. We consider the whole child and the quality of teaching and support already provided before deciding on next steps.

Where concerns remain, the class teacher and SENDCo will work with the child and family to assess need, agree support and set clear, achievable outcomes. Where appropriate, this will be recorded in an SEN Support Plan.

2. Who should I speak to if I have concerns?

Your child's class teacher

The class teacher should usually be your first point of contact. They know your child well and are responsible for adapting teaching, monitoring progress and helping your child to feel safe, included and successful.

The SENDCo - Mrs Ashleigh Booth

Mrs Booth coordinates provision for pupils with SEND. She supports staff, works with children and families, liaises with outside professionals and helps to ensure that agreed support is put in place and reviewed.

- Telephone: 01773 872384
- Email: abooth@newton.derbyshire.sch.uk
- Appointments can also be arranged through the school office.

The Headteacher - Mrs Sarah Hughes

The Headteacher has overall responsibility for the day-to-day management and strategic oversight of SEND provision.

The SEND Governor - Mrs Erika Thornhill

The SEND Governor provides support and challenge on behalf of the Governing Body. She meets with the SENDCo and monitors how the school fulfils its responsibilities towards pupils with SEND.

- Contact can be made through the school office or by email: ethornhill@newton.derbyshire.sch.uk

3. How will the school support my child?

All teachers are teachers of pupils with SEND. The starting point is high-quality, inclusive and adaptive teaching. Teachers use assessment and their knowledge of each child to remove barriers, adjust explanations, resources, tasks and the learning environment, and provide suitable support.

Support may include:

- adapted teaching, resources or ways of recording learning;
- additional modelling, repetition, scaffolding or pre-teaching;
- visual supports, now-and-next boards or structured routines;
- small-group or individual teaching for a specific purpose;
- support with communication, emotional regulation, sensory needs or social interaction;
- assistive technology or adapted equipment;
- pastoral support;
- advice from specialist services; and
- a personalised SEN Support Plan with agreed outcomes.



The class teacher remains responsible for the child's learning and progress, even when support is delivered by another adult. The SENDCo supports staff to plan provision and review its impact. Where a child has an EHCP, the school will make the provision specified in the plan.

4. What support is available for my child's wellbeing?

Children learn best when they feel safe, understood and connected. Emotional wellbeing and positive relationships are central to our inclusive approach.

The class teacher has day-to-day responsibility for the pastoral care of children in their class and works closely with families, the SENDCo and other staff.

Pastoral Manager - Mrs Carol Wain

Mrs Wain provides pastoral and early-help support for pupils and families. Depending on need, this may include:

- individual or small-group pastoral support;
- support with emotions, friendships and self-regulation;
- attendance support;
- support during difficult periods or significant change;
- liaison with families and outside agencies;
- support at lunchtimes and other less structured parts of the school day; and
- contributing to Team Around the Family or early-help work.

Where a child has medical needs, we work with parents, carers and health professionals and follow the school's **Supporting Pupils with Medical Conditions Policy**.

5. How will my child contribute their views?

Children's views are important and are gathered in ways that suit their age, communication and stage of development.

- discussion with a trusted adult;
- contribution to SEN Support Plan reviews;
- a pupil profile or "Pupil on a Page";
- pictures, symbols, scaling, observations or supported communication;
- contribution to EHCP annual reviews; and
- school questionnaires and pupil voice activities.

We want children to understand their strengths, know what helps them, and play an active part in decisions about their support wherever possible.

6. How will the curriculum be adapted?

Our curriculum is ambitious for all pupils. Teachers plan learning so that children can access the same broad curriculum while receiving the adjustments and support they need.

- clear modelling and carefully sequenced teaching;
- adapted language, instructions, resources or task size;
- additional time, movement or sensory breaks where appropriate;
- alternative methods for recording or demonstrating understanding;
- supportive seating and changes to the learning environment;



- specialist equipment or technology;
- pre-teaching, overlearning or additional practice; and
- reasonable adjustments to school activities, visits and wider opportunities.

7. How do we know whether support is working?

Support is reviewed through the graduated approach. We look at the difference provision is making, not simply whether it has been delivered.

- progress from the child's individual starting points;
- progress towards agreed SEN Support Plan or EHCP outcomes;
- the child's engagement, independence, confidence and wellbeing;
- work, observations and assessment information;
- feedback from the child, family, staff and professionals; and
- whether barriers to learning and participation are reducing.

If support is not having the intended impact, we will review our understanding of need, adjust provision and, where appropriate, seek specialist advice.

8. How will parents and carers be involved?

Families know their children best. We aim to build respectful, open and honest partnerships and to involve parents and carers in decisions about support.

- Parents' evenings in the autumn and spring terms;
- a summer transition discussion where appropriate;
- termly SEN Support Plan reviews;
- EHCP annual reviews;
- additional meetings with the class teacher or SENDCo when needed; and
- practical ideas for supporting learning, communication or wellbeing at home.

Parents and carers do not need to wait for a formal review meeting if they have a concern. Please contact the class teacher or SENDCo so that we can talk things through.

9. How is progress monitored across the school?

- Class teachers continually assess learning and participation.
- Teachers review the progress and provision of pupils with SEND with the SENDCo.
- The leadership team evaluates the quality and impact of SEND provision.
- The SENDCo reports to the Headteacher and Governing Body.
- The SEND Governor meets with the SENDCo and provides appropriate challenge and oversight.
- For pupils with EHCPs, an annual review is held in line with statutory requirements.

10. How will my child be included in activities, clubs and educational visits?

We are committed to including pupils with SEND in all aspects of school life. We make reasonable adjustments and plan support so that children can participate safely and meaningfully in lessons, clubs, performances, school visits, residential experiences and wider opportunities.

Planning may include discussion with the child and family, adapted transport or equipment, additional staffing, visual preparation, changes to routines or a personalised risk assessment. A child will not be excluded from an activity simply because they have SEND.



11. How do we support transition?

Transitions can be exciting but may also feel uncertain. We plan them carefully and personalise support when needed.

- visits to school before starting;
- meetings with parents, carers and previous settings;
- photographs, visual information or personalised transition booklets;
- additional visits and opportunities to meet key adults;
- careful handover between classes and key stages;
- sharing relevant plans and professional advice securely;
- enhanced transition to secondary school; and
- liaison with the receiving school or setting.

12. What specialist services may support the school?

With parental involvement and where appropriate, we may seek advice from education, health or social-care services. The exact services involved will depend on the child's needs and local eligibility arrangements.

- Derbyshire Inclusion Support and specialist teaching services;
- Educational Psychology Service;
- Speech and Language Therapy;
- School Nursing and other health professionals;
- Child and Adolescent Mental Health Services (CAMHS);
- Compass Changing lives;
- services supporting hearing, vision, physical or sensory needs;
- occupational therapy or physiotherapy;
- early-help and children's services; and
- other relevant voluntary or specialist organisations.

Staff training is planned in response to the needs of pupils and the school. We value professional learning, coaching and the sharing of effective inclusive practice.

13. How are disabled pupils admitted and supported?

Newton Primary School is an inclusive mainstream school. Admission arrangements for pupils with SEND who do not have an EHCP are the same as those for other pupils and are managed through Derbyshire County Council's admission arrangements. Where a child has an EHCP, admission is considered through the statutory consultation process.

We make reasonable adjustments and plan ahead to improve access to the curriculum, the physical environment and information.

14. What should I do if I have a concern or complaint?

We encourage families to speak to us as early as possible. Most concerns can be resolved through open discussion.

1. First, speak to your child's class teacher.
2. If the matter remains unresolved, contact the SENDCo, Mrs Ashleigh Booth.
3. You may then contact the Headteacher, Mrs Sarah Hughes.
4. If you wish to make a formal complaint, follow the school's Complaints Procedure on the website.



Parents and carers can also seek free, impartial information and advice from Derbyshire SEND Information, Advice and Support Service (SENDIASS). Complaints about an EHC needs assessment or EHCP may follow separate local-authority or tribunal routes.

15. Where can I find further information?

Useful sources include:

Newton Primary School SEND webpage: <https://www.newton.derbyshire.sch.uk/special-educational-needs-disabilities>

Derbyshire Local Offer: <https://www.localoffer.derbyshire.gov.uk/>

Derbyshire SENDIASS: <https://www.derbyshiresendiass.co.uk/>

SEND Code of Practice: 0 to 25 years: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Newton Primary School policies and key documents: <https://www.newton.derbyshire.sch.uk/policies-key-documents>

Related school documents

- SEND Policy 2026-2027
- Accessibility Plan 2026-2029
- Equality Information and Objectives
- Admissions information
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Complaints Procedure

At Newton Primary School, we want every child and family to feel listened to, respected and supported. We will work together to understand needs, build on strengths and help every child be the best they can be.