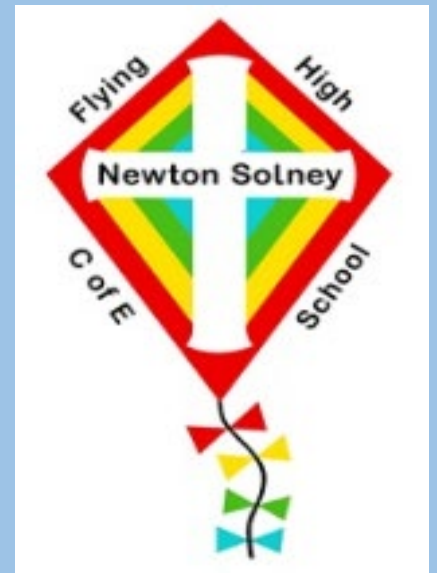


Newton Solney CofE VA Infant School

SEND Information Report
2025-2026



Newton Solney Church of England (VA) Infant School is smaller than most infant schools: set in a rural environment and takes children from both Staffordshire and Derbyshire. At present we have two classes, Reception and Year 1/ Year 2 mixed. The class sizes are small, however, this does change each year depending on pupil numbers and allows us to provide a unique nurturing environment. We are supported by the LA to ensure that all pupils, regardless of their special educational needs, make the best progress possible.

Please click on one of our links to find out more about SEND in our wonderful school:

Aims &
Identification

Support
in school

Support
outside of
school

Transition

Aims and Identification

What are our school's aims for SEND provision?

Who should I speak to if I think my child has special educational needs?

What types of SEND does the school provide for?

How does the school identify SEND?



What are our school's aims for SEND provision?

All staff at Newton Solney C of E (VA) Infant School aim to deliver high quality provision which meets the needs of all of our learners. We believe all children should receive support to gain the fullest possible access to the National Curriculum in order for them to fly high and reach their own individual potential. We are an inclusive school and provide Quality First Teaching to all of our children. Children with SEND will be fully included in all aspects of school life and we will work in partnership with parents/carers and their children.

We will work within the guidance provided by the SEND code of practice (2014): <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



What types of SEND does the school provide for?

Newton Solney CofE (VA) Infant School supports the needs of all learners including those with special educational needs and disabilities (SEND).

There are four main areas of need and children may need support in one or more areas.

Communication and Interaction

- Speech and language need
- Difficulty with the production of speech
- Difficulties or delays in what is being said
- Difficulties using verbal and non-verbal communication
- Difficulties in understanding social rules, expectations and behaviours
- Autistic children may have difficulties in this area

Cognition and Learning

- Difficulties with literacy and numeracy which impacts their ability to access the curriculum
- Moderate learning difficulty (MLD), Severe learning difficulty (SLD), Specific learning difficulty (SpLD), Profound and multiple learning difficulty (PMLD)
- Level of attainment significantly below age related expectations

Sensory and Physical

- Visual impairment (VI)
- Hearing impairment (HI)
- Physical Impairment (PI)
- Multi-sensory impairment (MSI)

Social, Emotional and Mental Health

- Anxiety, depression, self-harming
- Attention-Deficit Hyperactivity Disorder (ADHD)
- Autism, sensory processing difficulties, demand avoidance
- Trauma
- Withdrawn, disruptive, challenging behaviour



How does the school identify SEND?

All school staff are involved in the process of identifying SEND.

The development, progress and well-being of all children is continually monitored by class teachers and discussed with the Headteacher at regular intervals across the year. If a child's progress or development is a cause for concern, it will be highlighted during this process and targeted intervention will be put into place to address the child's needs.

Where progress or well-being continues to be a cause for concern, the class teacher, working with the SENDCo, will assess the child to ascertain whether the lack of progress may be due to a special educational need or disability. This identification process may involve school intervention and/or outside agencies. If the outcome of this process deems it appropriate, the child's individual needs will be identified and recorded on the school SEND Register. Parents and children will be consulted, kept informed and involved at every stage of this process.



Who should I speak to if I think my child has special educational needs?

We recognise that parents/carers know their children best and have knowledge and experience crucial to understanding the whole child. We want to assure you that all parents'/carers' concerns will be listened to.

If you have concerns about your child's education these can initially be discussed with their **class teacher** who will then be able to advise whether the input of the SENDCo is necessary.



Our SENDCo is Mrs Ryan and she can be contacted directly on 01283 703461.

Mrs Ryan currently works Wednesday PM, Thursday and Friday and offers an open door policy.



You can also contact the Headteacher, Mrs Gamble on 01283 703461 or via email info@newtonsolney.derbyshire.sch.uk

Our SEND governor is Mrs Jaide Meyrick.



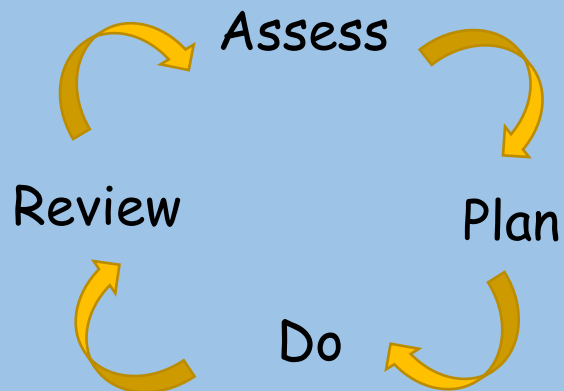
Support in School

- ★ How will the school support my child with SEND?
- ★ How does the school assess and review the progress of children with SEND?
- ★ How does the school support my child with medical needs?
- ★ How will I know as a parent/carers how my child is doing?
- ★ How is the effectiveness of provision monitored in school?
- ★ How accessible is the school environment?



How will the school support my child with SEND?

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The support will take the form of a four-part cycle, known as the graduated approach:



All children will have access to Quality First Teaching with universal provision from their class teacher.

[More information](#)

If a child needs more support then Targeted support is used.

[More information](#)

If a child is still struggling to make progress after having targeted support then Specialist support run by outside agencies, e.g. Speech and Language therapy will be used.

[More information](#)

If needed we can also apply for extra funding or put in an Education Health Care Plan (EHCP).



Universal Provision

Universal provision in education refers to the core, consistently available support and resources that are intended to benefit all learners within a school or setting. At Newton Solney CE (VA) Infant School our universal provision is highlighted below.

- Assessment
- Observations
- Staff training
- Modelling of language
- Adaptive teaching
- Differentiated teaching
- Clear instructions
- Clear routines
- Ear defenders
- Fidget toys
- Peanut ball
- Spinning top
- Talking tins
- Brain breaks
- Five finger breathing
- Calm corners
- Objects of reference
- Forest School
- Flexible work stations
- First and then boards
- Visual timetables
- Practical demonstrations
- Concrete materials
- Consideration of lights and temperature



Targeted support

Targeted support is the first stage of the SEND graduated response process and the adaptations and additions that are made are internal to the school. At Newton Solney CE (VA) Infant School our targeted support is highlighted below.

- NELI - Nuffield early language intervention
- What's in the box?
- The curiosity approach
- Nurture group
- Bucket time
- Attention Autism
- Recap and overlearning groups
- Sensory circuits
- Sensory room
- Regulation spaces
- Meet and Greet
- End of day handover
- Sensory toolkit
- EBSA toolkit

Intervention programmes may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA)



Specialist support

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as inclusion support advisory teachers.
- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such as hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service.



How does the school assess and review the progress of children with SEND?

Teachers assess pupils continuously through teacher assessment and through formal assessments.

Termly Pupil Progress Review meetings look in detail at the progress made in all areas by pupils with and without SEND.

Parents of children with SEND have 20 minute parents evening slots.

Children have individual intervention books where targets are regularly reviewed.

Children have IEP's (Individual Education Plans) updated every term.

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.



How does the school support my child with medical needs?

For children with specific medical needs, staff will undergo relevant training for the child's needs.

Training is offered in collaboration with parents and guidance from health care professionals.

For those with medical needs, children will have a Health Care plan that all staff are able to access to ensure correct procedures are adhered to.

Please refer to the Administration of Medicines Policy for further information.



How will I know as a parent/carer how my child is doing?

We are proud to offer an open door policy at Newton Solney. Parents and carers are always able to ring, send an email or drop in at the beginning or end of the day if they have any questions or concerns. We like to work in collaboration with parents and carers and involve them in all steps.

We offer parents evening twice a year and our parents with children with SEND are offered longer appointments of 20 mins.

All children will receive an end of year report.

Children with IEP's will also take a copy home so our parents can clearly see what we are working on with their children in school.

Those children with EHCP's will have yearly annual reviews which parents are encouraged to attend.



How is the effectiveness of provision monitored in school?

Newton Solney CE (VA) Infant School has a robust system of reviewing provision.

The SENDCo and Headteacher, regularly evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term.
- Reviewing the impact of interventions.
- Intervention journals are kept for individual children as a record of their achievements and support.
- Tracking attainment termly and holding Pupil Progress Meetings with the class teacher.
- Monitoring IEP targets.
- Monitoring by the SENDCo - including learning walks.
- Holding annual reviews for pupils with EHCP's
- Review the CPD programme and offer training for staff who need it.



How accessible is the school environment?

As a school, we do have limited accessibility due to the age of the building. However, we are working hard to improve this which is outlined in our *Accessibility Policy*.

We will always ensure that appropriate adaptations and provisions are made to ensure our school is accessible to all pupils and their families. In some cases, we can even purchase additional resources to help support pupil's needs, where necessary.

We currently have disabled access to the building via the main entrance.
We do not have nappy changing facilities in school.

If children do have accessibility needs, professionals are consulted on their admission to ensure that arrangements are in place. External professionals like Occupational Therapy may visit and assess for any further equipment needed.

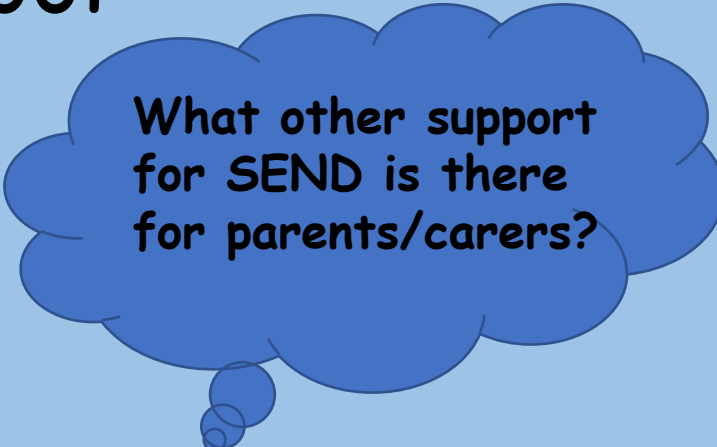
For more information about wheelchair access please see our *Accessibility Policy* or contact the School Business Manager.



Support outside of School

Although we are a Derbyshire school most of the support a child can access depends upon their home address.

Please see below for support offered depending on if you live in Derbyshire or Staffordshire.



What other support for SEND is there for parents/carers?



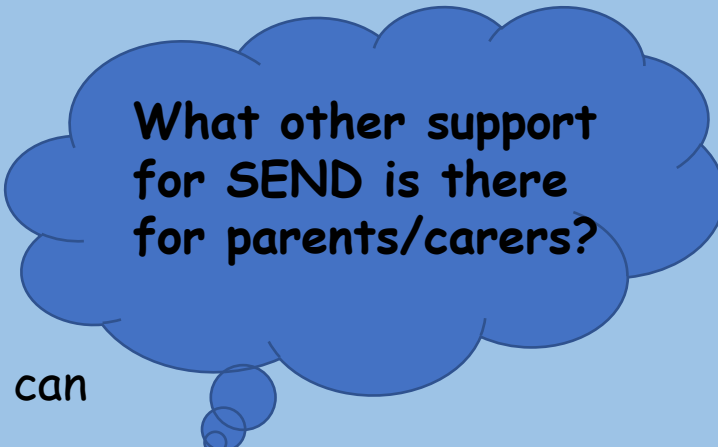
Derbyshire



Staffordshire



SEND in Derbyshire



What other support for SEND is there for parents/carers?

The Derbyshire Local Offer highlights all of the support Derbyshire can provide for residents of Derbyshire

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

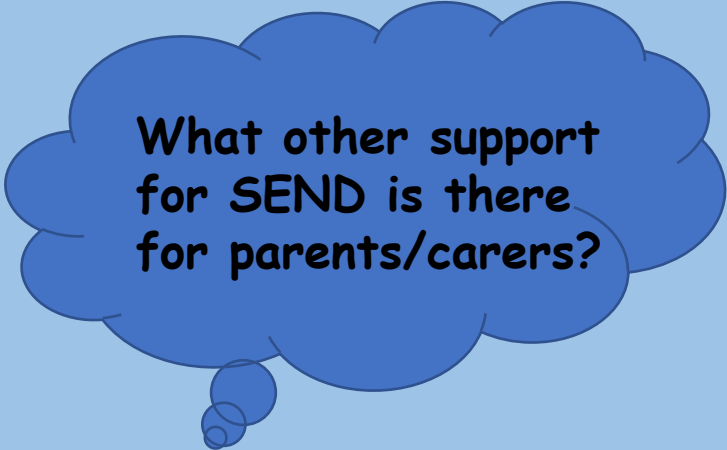
DIASS (Derbyshire information, advice and support service for SEND provides impartial advice for SEND) - <https://www.derbyshireiass.co.uk/home.aspx>

Compass Changing Lives provides prevention and early intervention emotional wellbeing and mental health support to Children, Young People and Families (CYPFs) across Derby & Derbyshire -

<https://www.compass-uk.org/services/compass-changing-lives/>



SEND in Staffordshire



What other support for SEND is there for parents/carers?

The Staffordshire Local Offer highlights all of the support Staffordshire can provide for residents of Staffordshire

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

SEND support for Staffordshire

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/SEND-support-in-Staffordshire.aspx#:~:text=In%20Staffordshire%2C%20SEND%20support%20is,to%20access%20the%20right%20support>



Transition

How will the school prepare and support for my child joining or transferring?

All children are offered multiple transition sessions when starting with us in September. They are also given a cuddly mouse as part of our Mouse Club in order to help them feel part of our school and settle. We are able to tailor transition to fit the needs of your child and can offer enhanced transitions if your child would benefit. We will also liaise with your child's previous setting to get to know your child before they come and have provision in place for them starting if necessary. We are happy to take transition at a pace that suits you and your child's needs.

How do you support transition to a new class?

As a small school all of our staff know each of the children and their families very well, however they will still have moving up sessions for them to get to know their classroom and gain a picture of what their next class will entail.

All of our children move on after Year 2 to another setting and we feel very strongly about making good links with all of our transition schools in order to pass on all relevant information about your child. We also encourage visits to their new school as often as needed in order for the children to feel comfortable in their new setting. We are always here with advice and support if needed.

