



NEW MILTON INFANT SCHOOL SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND) INFORMATION REPORT 2024-2025

Introduction

We are wholly committed to inclusion and, as a school, have high aspirations and expectations of all pupils. We work in close partnership with parents to achieve the best for every single child.

We would expect that the significant majority of children's needs will be met within the classroom through High Quality Inclusive Teaching.

We invest in our staff, training them in a wide range of inclusive approaches to learning. Equally, we invest in high levels of support staff in classrooms to maximise the adult to child ratios.

We hope that you find this local offer useful and informative. If you have any further questions, please contact the SENDCo of the school who will be happy to discuss your child's specific needs.

Mrs A.Wake
Headteacher

The SENDCo at New Milton Infant School is Mrs Rachel Pilley. She can be contacted by ringing the school office. There is a linked Governor responsible for SEND.

How does New Milton Infant School know if my child needs extra help?

Teachers will liaise with pre-schools, outside agencies, previous schools and with you, the parents, before joining our school.

Concerns may be raised by you or teaching staff after a child has started school. This may be because a child is performing below age-related expectations or there may also be changes in a child's behaviour or emotional stability and wellbeing.

Liaison could be with external agencies which may include Paediatricians, Educational Psychologists, Occupational Therapists, Speech and Language Therapists as well as Physiotherapists.

You will always be consulted prior to any external involvement or interventions taking place with your child.

What should I do if I think my child has special educational needs?

At New Milton Infant School, we pride ourselves in building positive relationships with parents and strive to build and maintain honest and open relationships with all. If you have concerns about your child's needs, talk to your child's class teacher, the SENDCo (Special Educational Needs and Disability Co-ordinator), Headteacher or other professional adults within the school.

How will school staff support my child?

As part of our Ordinarily Available Provision (OAP) the class teacher supports individual progress by providing a differentiated curriculum suitable for each child. Class teachers are the first point of contact and may draw on others for additional advice. Our SENDCo oversees the provision of all additional support across the school. In consultation with the SENDCo, specific small group or individual support may be provided to ensure every child is successful with their learning. This

support is delivered under the guidance of the class teacher and SENDCo. The regularity of these sessions will be explained to parents when the support starts. All the individual programmes are carefully monitored and evaluated to ensure the support is effective.

Children who are identified as requiring additional support will be placed on the school's SEND (Special Educational Needs and/or Disability) register. This register is a document that we keep at school. It is part of the assessment and decision making process. It informs both class teachers and the Senior Leadership Team that your child has identified educational, emotional or physical need and ensures that your child has the support that he or she needs. Parents will be kept informed and involved in this process. If your child needs this, they will have a 'Star Book' with specific targets. The targets will be written in partnership with the class teacher, SENDCo, parent and child. This will be reviewed regularly with the expectation that targets will be challenging but achievable, enabling children to succeed.

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

All learning given to the children is differentiated according to individual need and next steps and as part of our Ordinarily Available Provision (OAP). Often this is successfully achieved by grouping children and setting work according to the groups' need. Sometimes however, it is necessary to provide a personalised curriculum so that every child is able to achieve their full potential every lesson.

How will both New Milton Infant School and I know how well my child is doing and how will they help me to support my child's learning?

We assess the children's learning constantly in order to inform us of your child's next steps in learning. Assessment data is collected and analysed regularly by class teachers and the Senior Leadership Team. Progress is reported to parents in parent consultations and an annual report. Further individual targets are set on the Gateway to Goals sheet which is contained within the children's Star Books and general progress will be monitored by the class teacher on a daily and weekly basis and by the SENDCo at least termly. Parents are part of the planning meeting for setting targets and a copy is always shared.

When we review the Gateway to Goals targets, we will share this with you and provide a copy of any new targets.

In addition, Parents are encouraged to speak to class teachers regarding their child's learning as an ongoing process. Informal opportunities are available regularly to discuss individuals and an agreed, tailor-made communication system between parents and teachers may be put in place if it is appropriate. Appointments are able to be made for more extensive issues or to guide parents through any further actions necessary.

How will my child be able to contribute their views?

Children talk regularly with the class teacher and LSA about how they feel about their learning, particularly celebrating successes. We will listen to each child and take their ideas and feelings into account when planning next steps together. If your child has an Education, Health and Care plan, they will be asked their views before review meetings. Children on the SEND register are involved in setting their own targets.

What support will there be for my child's overall wellbeing?

We are an inclusive school and welcome and celebrate diversity. Each child's wellbeing is paramount and we are a 'Thrive' school. 'Thrive' is a whole school approach to mental well-being and not only supports the social and emotional development of all children but also helps to manage distressed behaviour. It is a systematic approach to the early identification of emotional development need in children so that differentiated provision can be put in place quickly by the adults working with the child. We believe that children will learn most effectively when their social, emotional, physical and academic needs are met. In addition to our Thrive practice, we have a designated LSA for Social, Emotional and Mental Health, a highly trained Family Support Worker and an ELSA (Emotional Literacy Support Assistant). We also have two Nurture trained

practitioners who run our Nurture group and have invested in ACEs training for all members of staff.

How will my child be included in activities outside the classroom including school trips?

Educational offsite trips are planned to enhance the curriculum and usually link to the topics being studied. We make all trips as inclusive as possible. We will involve you as part of the planning process and may ask you to accompany us on the trip.

We consult with the adults who work at the site of the visit to plan for a child's successful visit and we make a pre-visit to check the site. Where necessary, we may advise that you to make a pre-visit with your child. Should your child have any physical needs we seek advice from the relevant support agencies. We carry out rigorous individual risk assessments and the ratio of adults to children comply with Hampshire County Council guidance.

How accessible is the school?

The school is accessible by a wheelchair, with some modifications to a few areas around school. There is a disabled toilet, which is fully wheelchair accessible. We work in partnership with Occupational Therapists and Physiotherapists to make sure that the physical environment is safe so that children can access their learning. We also seek support for families where necessary. There is a dedicated disabled parking bay and a portable ramp is available if required.

Attendance

There is a clear attendance policy, a copy of which is found on the school website. Parents of children with poor attendance are invited in to discuss ways to support attendance. Good attendance is acknowledged.

Medical

At school we have qualified First Aiders and all LSAs are paediatric First Aiders. We have a 'Supporting pupils with medical needs' policy and work with families and professionals to write individual healthcare plans when appropriate.

Behaviour

We emphasise positive behaviour management. When a need is identified, Regulation Support Plans (RSPs) are drawn up in partnership with the child, SENDCO, teacher, LSA and parents. These are personalised to provide appropriate support and to reduce the risk of exclusion.

ELSA

Emotional Literacy Support is offered to children identified with this need. The SENDCO will co-ordinate these sessions in consultation with the class teacher and ELSA trained staff.

TALA (Therapeutic Active Listening Assistant)

Our Family Support Worker is trained in delivering TALA. This provides a safe and protected weekly time to talk about issues in confidence, skilfully led by a TALA practitioner.

Nurture Group

We are able to offer Nurture Group sessions to children who benefit from working in a small group 'nurturing' environment.

Outreach

We work in partnership with a comprehensive list of other agencies to support the needs of the individual child.

What specialist services and expertise are available at or accessed by the school?

We draw on the support and advice from several outside agencies. Below is the list of agencies that we currently use. Should we need the support of any agency not listed we would contact them and ask for support. Additionally, not mentioned on the list, is the support of expertise and experience of all colleagues on the staff.

- Support and training from Occupational Therapist
- Support and training from Physiotherapist
- Forest Park – Special School Outreach
- Primary Behaviour Support – Behaviour Support outreach and inreach
- Hampshire Teacher Advisory Service for SEND
- Sensory Impairment Team, Specialist Teacher Advisory Service
- Physical Disability Team, Specialist Teacher Advisory Service
- School Nurse
- Speech and Language Therapy Service
- Parent Support Advisor – Arnewood Pyramid
- Educational Psychologists
- Locality Team
- CAMHs
- Social Care referrals and Early Help support
- Portage
- EMTAS
- Health Visitors
- Paediatric Team

How are the school's resources allocated and matched to children's SEND needs?

The SEND budgets in our school are spent in full and targeted towards the pupils on the school's SEND register to provide resources in the form of time, staff and materials. Children are supported by having differentiated work whenever appropriate, access to additional resources when necessary, as well as individual help or small group work, in or out of the classroom.

What training is provided for staff supporting children with SEND?

Different members of staff across the school have received training relating to SEND.

All Learning Support Assistants carrying out individual intervention work with children are trained on the specific intervention programme being used.

Within the last 12 months, training has been undertaken in the following areas:

- All staff have been trained in our Little Wandle, our school phonics scheme, to deliver a high quality phonics programme, including catch up.
- Maths No Problem, including catch up
- Primary Behaviour Service (PBS) training
- Individual support/training (PBS)
- In-reach at PBS
- Support visits from Forest Park
- Team Teach
- Thrive
- Safeguarding training
- First Aid training / Paediatric First Aid training
- ELG staff have received Makaton training
- Partnership for Inclusion of Neurodiversity in Schools (PINS) project including a whole school sensory audit, additional transition training and specific interventions to support neurodivergent children
- School Wide Advocate for Neurodiversity (SWAN)
- ELSA and TALA supervision and further training
- Ordinarily Available Provision (OAP)

How will New Milton Infant School prepare and support my child to join the school and transfer on to Junior school?

When a child joins New Milton Infants School in Foundation Stage there is an established programme of transition and activities to introduce them to our school. During the summer term the class teacher will visit each child's setting to observe the children and meet with colleagues in your child's pre-school to ensure that all information about your child is passed on. We also complete home visits where you have the opportunity to share any additional information in a comfortable environment for you.

If your child has been identified as having special educational needs, the school will liaise with all agencies involved with your child and your family and additional transition meetings may take place. This is sometimes known as a TPA (Transition Partnership Agreement).

As your child progresses through our school and moves into a new class, discussion will take place between class teachers to ensure that all information is passed on. Children will also visit their new teacher and spend time with them in their new class in the summer term. There will also be an opportunity for you to meet them during towards the end of the summer term and social stories are sent home for all children with information about their new class. Your child's Star Book stays with them during their time in school and new class teachers will be made aware of your child's individual needs and strategies that have been used to support them in school. We have an extensive and embedded transition programme for our more vulnerable children.

When a child leaves our school, our SENDCo and the receiving SENDCo will make contact to ensure a smooth transition between schools. Any information concerning a child's education will be sent to the new school. If a child has more complex needs it may be that SENDCos of both New Milton Infants School and the receiving school, plus parents / carers meet to form a TPA (Transition Partnership Agreement). This document includes all the child's needs and provision that the receiving school needs to be aware of. An additional meeting with the SENDCo of the new school is offered to any parent who has a child with additional needs. This will be available close to their transition date providing a further opportunity to discuss concerns or raise questions regarding a smooth transition for your child.

How are parents involved in the school? How can I be involved?

At New Milton Infant School we strive to foster positive working relationships with all parents and carers. We value the role you play and encourage you to play an active part in your child's education.

Teachers are available to discuss learning with parents and carers. There are two formal Parent Consultation evenings annually and an additional comprehensive written report. Parental feedback on this report is welcomed and parents' views are sought by an annual survey.

Parents of children who are identified with additional SEND needs are invited to review their child's Gateway to Goals targets and attend Transition Partnership Agreements and Annual Reviews as appropriate. Parents will be kept fully informed of additional support their child receives. You can request a meeting to discuss your child's needs with the class teacher, SENDCo or head teacher. Parent information sessions and workshops are offered to help you support your child at home. You are warmly welcomed into school as helpers for reading, school trips or helping in class. There is a PTA (Friends of New Milton Infant School) who meet regularly to plan and carry out fund raising events for the school and are always seeking new members. In addition, should a vacancy occur, you may wish to stand for election to the schools governing body, as a parent governor.

How are the governors involved and what are their responsibilities?

The SENDCo and SEND Governor report to the governors every term to inform them about the progress of children with SEND (Special Educational Needs and Disabilities). This report does not refer to individual children and confidentiality is maintained at all times. One of the Governors is responsible for SEND and meets regularly with the SENDCo. The Governors agree priorities for

spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

Who can I contact for further information?

Your first point of contact is your child's class teacher to share any concerns you may have. You are also welcome to arrange to meet our SENDCo, Mrs Johnson.

- Look at our SEND Information report on our website: [SEND | New Milton Infant School \(nmis.hants.sch.uk\)](https://nmis.hants.sch.uk)
- Consult Hampshire's Local offer – [Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities \(hants.gov.uk\)](https://hants.gov.uk/family-information-and-services-hub)
- Hampshire SENDIAS – a SEND charity set up to support parents of children with additional needs <https://www.hampshiresendiass.co.uk/>
- Contact Parent Partnership – www3.hants.gov.uk/parentpartnership
- IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk

What steps should I take if I have a concern about the school's SEND provision?

We always endeavour to meet every child's needs appropriately. However, if you have any concerns, our door is always open.

The first point of contact should be with your child's class teacher. Alternatively, contact Mrs Pilley, the school's SENDCo, to book an appointment to discuss your concerns. If your concerns are still not addressed, contact the Headteacher.

The school has a formal complaints policy, which can be found on our website and is available on request from the school office.