



NEW MILTON INFANT SCHOOL SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND) INFORMATION REPORT Autumn 2026

Introduction

The primary schools within the Arnewood pyramid are wholly committed to inclusion. As a pyramid of schools we work closely together and collectively share high aspirations and expectations of all pupils and work in close partnership with parents to achieve the best for each and every individual.

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 (Special Educational Needs and Disability Co-ordinator) 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.

The children and families Act came into force in September 2014

The government transformed the system for children and young people with special educational needs and disabilities (SEND). The bill extended the services from birth to 25. There are 14 questions, devised in consultation with parents, carers and other agencies which reflect their concerns and interests. These are answered by agencies, schools and colleges to provide information to parents and carers. This is called the 'Local Offer'

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, making limited progress 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 CAMHS, 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?

- If you have concerns about your child's needs, talk to your child's class teacher or the SENDCo.
- 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.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- The school assesses the children's learning in many ways to inform us of your child's next steps in learning. Assessment, attendance and intervention data is collected and analysed regularly by class teachers and senior management. This is reported to parents termly and via an annual report.
- Parents are encouraged to speak with class teachers regarding their child's learning as an ongoing process. There are informal opportunities daily and appointments are recommended to be made for more extensive discussions.
- 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 you with the expectation that targets will be challenging but achievable, enabling children to succeed.
- If your child has complex special educational needs or disability, they may have a Transition Partnership Agreement (TPA) which ensures that during a vertical transition (change of placement or year group) all stakeholders work together to ensure the best interests of the child are maintained.
- If required, parents and carers can be given information on other support available in the local area. Teachers will be able to suggest additional resources to help parents support their child at home. The school provides a full transition programme both for children joining us from pre school and for those moving from Year 2 to Year 3. Extra familiarisation visits are arranged by the SENDCo for children who may be especially anxious about transition.

How will staff at New Milton Infant School support my child?

- The class teacher is the first point of contact. They will support individual progress as part of our Ordinarily Available Provision (OAP), by providing a differentiated curriculum suitable for each child. The class teacher may draw on the support of others to aid target setting.
- In addition, in consultation with the SENDCo, small group or individual support will be provided. This will be specific to ensure your child is successful with their learning. All individual programmes are carefully monitored and evaluated to ensure support is effective.

- The SENDCo will facilitate, co-ordinate and oversee any support from outside agencies.

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 can achieve their full potential every lesson.
- Staff members may be allocated to work with your child in a small focus group or 1:1.
- If appropriate, specialist equipment may be given to your child e.g. writing slopes, concentration cushions.
- For some children, there might be variations in the weekly timetable so that learning activities are suitable to the child's needs.

Reasonable adjustments and sensory equipment

- Under the Equality Act 2010, the school has a duty to make reasonable adjustments for pupils with disabilities so that they are not at a substantial disadvantage.
- This may include providing auxiliary aids and services such as sensory tools. Examples of adjustments that we may provide include:
 - Ear defenders for lunchtimes, assemblies, fire drills, noisy events or when needed
 - Fidget tools or movement aids to support focus and self-regulation
 - Chew tools where appropriate for sensory or oral-motor needs
 - Adapted seating positions, writing supports or visual scaffolds
 - Quiet spaces or reduced stimulus environments
- We consider the following when we decide if an adjustment is reasonable:
 - The child's individual needs and strengths
 - The impact the adjustment will have on the child's ability to access learning and participate fully in school life.
 - The views of the child, parents/carers, and relevant professionals.
 - Whether the adjustment is practical, effective, and sustainable.
 - The resources, staffing, and support available within the school.
 - The impact of the adjustment on other pupils and the wider school environment.
 - The school's legal duties under the Equality Act 2010 and SEND legislation.
 - Whether the adjustment helps remove barriers to learning and promotes inclusion.
- All adjustments are reviewed regularly.

How is the decision made about what type of and how much support my child will receive?

- The class teacher, SENDCo, visiting professionals and Headteacher support a decision making process if your child does not have an Education Health and Care Plan (EHCP). Perhaps you or the class teacher have raised concerns about your child's progress in any of the following areas. Together, we would make a decision about the support your child needs.

- **Educationally:** we would use data to support. If we see that your child is not making expected progress, we can support by putting in specific and targeted programmes of work. These are often 1:1 or in small groups. To monitor progress, we would assess your child at the beginning and end of the intervention.
 - **Emotionally:** in school, we have an Emotional Literacy Support Assistant (ELSA), Thrive Practitioner and Therapeutic Active Listening Assistant (TALA) who are available for support when this has been identified as an area of need
 - **Behavioural:** we would put in place a support plan managed by the class teacher alongside the SENDCo / Higher Level Teaching Assistant for Social Emotional and Mental Health. This would be shared with you so that you can support the plan and scripts at home.
 - **Physical:** support usually involves special equipment and exercises with advice and training from the Occupational Therapists (Ots) or Physiotherapists
 - **Communication:** this would be linked to advice and targets provided from referrals made to the Speech and Language Therapists. We follow all Speech and Language reports and advice within school and children receive either 1:1 or small group targeted support weekly. In addition to this, some children may benefit from additional communication support such as sign supported English, Makaton, visuals or communication books and boards.
- If children are receiving 'additional' support, we must be accountable for the effectiveness of the support given. Not only would we expect overall progress but we would be looking at targeted progress. We have a variety of methods to assess children prior and post intervention and these, alongside the outcomes, will be shared with you.

How will my child be able to contribute their views?

- Children talk regularly with the class teacher and LSAs 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.
- **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
- **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 member of staff.
- **Thrive:** 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.

- **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.
- **Higher Level Teaching Assistant (HLTA) for Social Emotional and Mental Health (SEMH):** Overseen by the SENDCo, our HLTA for SEMH works in our Inclusion Base. This base operates as per the June 2026 Department for Education guidance.
- **Outreach:** We work in partnership with a comprehensive list of other agencies to support the needs of the individual child.
- **Attendance:** There is a clear attendance policy, a copy of which is found on the school website: [New Milton Infant School - Supporting Your Child's Attendance](#) Regular attendance is expected. Parents of children with poor attendance are invited in to discuss ways to support attendance.
- **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.

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?

- All classrooms have visual timetables and individual, personalised visual timetables are provided where appropriate.
- 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.

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

- At New Milton Infant 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
 - Support from Physical Disabilities Advisor
 - Primary Behaviour Support – Behaviour Support outreach and in reach
 - 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
 - Hampshire SEN services
 - Inclusion Service

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?

- The SENDCo carries out a staff SEND skills audit to inform her of training needs throughout the school. Different members of staff across the school have received training relating to SEND. This training has been undertaken out of school as well as in school.
- 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
- Makaton training
- ELSA and TALA supervision and further training
- Ordinarily Available Provision (OAP)
- EBSA (Emotionally Based School Avoidance)
- EBSA with a specific focus on neurodiversity
- Schema training

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 your child and meet with colleagues in their 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.

- We liaise closely with feeder Junior schools and there is an established programme of transition activities to introduce your child to their new school.

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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 written report with half termly attendance reports and termly attainment reports. 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.
- 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 Pilley.
- 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://www.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.