

Newton Hall Infants' School SEND Information Report 2025-2026

Address: Newton Hall Infants' School, Langley Road, Newton Hall, Durham, DH1 5LP

Telephone: 0191 3861203

E-Mail: newtonhall@durhamlearning.net

Website: www.newtonhallinfants.co.uk



1. Introduction

Welcome to our **SEND Information Report** which is part of Durham County Council's Local Offer for children and young people with Special Educational Needs. For further information about the Local Authority's 'Local Offer', please visit the County Durham and Families website <http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page>

At Newton Hall Infants' School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At Newton Hall Infants' School we ensure that all pupils, regardless of their specific needs make the best possible progress.

The **SEN Information Report** was reviewed and updated in November 2025. It is updated annually with views of parents/carers taken into consideration. It is monitored, evaluated and ratified by our governing body, through our SEND governor.

This **SEN Information Report** should be read alongside the school's **SEND Policy**, the **Equalities Information and Objectives** and the **Accessibility Plan**, which can all be found in the School Policies section of our website.

Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Broad areas of need – There are four broad areas of special educational need, these are:

Communication and interaction – Includes pupils with Autistic Spectrum Condition (ASC) and those with Speech, Language and Communication Needs (SLCN).

Cognition and learning – Includes pupils with Specific Learning Difficulties (SpLD), Moderate learning difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

Social, Emotional and Health Difficulties – Includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties – Includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Key Contacts

The following are the main contacts for Special Educational Needs and Disability at Newton Hall Infants' School:

Mrs. L. Frazer is the Headteacher and Designated Special Educational Needs Coordinator (SENCO)

Mr. J. Robson Designated Special Educational Needs Coordinator (SENCO)

Mrs. C Mason (Chair of Governors) is our designated SEN Governor

If you would like to discuss our SEND Information Report in detail please contact the school to arrange an appointment.

2. SEN Provision

The kinds of SEN that are provided for:

At Newton Hall Infants' School, we have experience of supporting children and young people with a wide range of need including:

- *General learning difficulties*
- *Speech and language difficulties*
- *Behavioural difficulties*
- *Social and emotional needs*
- *Autism*
- *Down Syndrome*
- *Gross and Fine Motor Needs*
- *Sensory Processing Needs*
- *Hearing Impairments*
- *Visual Impairments*
- *Physical Disability*
- *Attention Deficit Hyperactivity Disorder (ADHD)*

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our approach to teaching children and young people with SEN

Newton Hall Infants' School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. The curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the Early Years Foundation Stage and the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. By encouraging independence at all age and ability levels we endeavour to develop confidence, improve self-esteem and promote enthusiasm in all our pupils through a rich stimulating environment.

How we adapt the curriculum and learning environment for children and young people with SEN

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Some of the actions we may take to achieve this are:

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have, for example providing a visual time table so that children with social communication difficulties can understand the daily routine.
- Modify the curriculum (Each of our subjects has a Enabling and Adapting the Curriculum policy, which can be found on the subject pages) to meet individual needs, for example showing children visual prompts so that they can understand instructions.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, through sharing good practice in staff meeting times.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum. Children with high needs can be provided with their own box of resources for example a sensory box to support sensory or emotional needs.
- A small sensory area for children to take self-regulation breaks.
- More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the School Policies section of our website.

How we identify, assess and review children and young people with SEN

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**.

Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils
- Consult with relevant external agencies
- Use assessment tools & materials
- Use observations
- Use Short Notes

SEN Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of "**Assess, Plan, Do, Review**".

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach every child with SEN will have an individualised Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and child (where appropriate) views are integral to this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

How children with SEN engage in all activities

We do our best to ensure that all children can access all things as best we can; we do not see SEND as a barrier to accessing the full curriculum. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality-learning experiences for our children.

How we evaluate the effectiveness of SEN provision

At Newton Hall Infants' we hold regular reviews of children's academic progress and attainment, as well as the outcomes of all targets set on EHC Plans and SEN Support Plans. We also carefully monitor how children achieve socially and emotionally to ensure that the holistic needs of a child are met. We consult with children and parents on a regular basis to ensure that the needs we are constantly trying to improve are met.

3. Support for Emotional and Social Development

We believe in supporting all aspects of a child's life, including their social and emotional development, to ensure their successful learning and progress. We offer a variety of support for pupils who may need support with their social and emotional development such as: assemblies, Relationships, Social, Health Education (RSHE) Curriculum, School Council and Getting Along Training.

A clear structured behaviour policy is adhered to by the whole school, offering a safe, caring environment where all children thrive. Clear safeguarding procedures and policies.

4. Looked After Children with SEN

The Headteacher / SENCO is the Designated Teacher for Looked after Children who ensures all teachers in school understand the implications for those children who are looked after and have SEN.

To ensure a supportive and sympathetic induction for Looked After Children admitted to our school, the following arrangements are in place:

- Children and their carers will be invited into school to meet with the Headteacher and will be shown around school, introduced to staff and introduced to their prospective class teacher and peers.

- At least one more visit into school to spend time with their class teacher and peers will be encouraged before they are admitted full time. During this visit the child will be supported by a carer or known adult for as long as necessary to ensure the child feels safe and secure.
- The Headteacher and/or the designated teacher will meet with all carers and professionals involved with the child before entry to the school.
- If the child has already been in an educational establishment then the Headteacher will liaise with the Headteacher of the setting.
- An individual plan for transition into the school will be developed by the Headteacher, designated teacher, professionals and carers to ensure a smooth transition.

5. SEN Transition

How we support children / young people with SEN starting our school

We are dedicated to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any school can meet the needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by the Durham County Council.

Children and young people with an Education, Health and Care Plan (or Statement) of Special Educational Needs follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have the right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

How we support children:

- Early Years staff visit all children in their nursery setting, if possible, prior to induction visits.
- New starters are invited into school to meet Reception staff in July, where possible.
- Entry is staggered into Reception over the first week.

How we support children / young people with SEN moving between classes in our school

As Newton Hall Infants' is a small school, children benefit from getting to know all of the staff. This enables a good rapport between children and staff and also helps staff obtain a very close understanding of the needs of our children. Where possible visits to new classroom are built in to the daily routine well in advance to enable the child to build relationships with the staff and familiarise themselves with the environment.

How we support children / young people with SEN leaving our school

We arrange extra support and visits for pupils with SEN, in liaison with their chosen junior school. We will also arrange meetings with the junior school SENCO, staff and families to ensure a smooth transition.

6. SEN Specialist Expertise

SENCO and Staff Expertise

We have a highly experienced team of staff who may be involved in supporting your child at Newton Hall Infants'. These include:

- **Your child's teacher**, who will always make sure that tasks set are appropriate and accessible for your child. They are available to you at the start and end of each day.
- **Teaching Assistants**, who support all pupils in class. Our TAs also help support groups and individual children with their learning.
- The **SENCO (Lynne Frazer/ James Robson)** co-ordinates the provision of SEN in school
- The **Headteacher** and one of the **School Governors** who works with the SENCO in leading SEN in school.
- The **Headteacher / SENCO** is also the Designated Teacher for Looked after Children who ensures all teachers in school understand the implications for those children who are looked after and have SEN.
- Sometimes school may commission **Specialist Support** to work with identified children with a particular focus e.g. Speech and language therapists or Occupational therapists.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Individual teachers and support staff attend training courses that are relevant to the needs of specific children in their class
e.g. Speech and Language Difficulties, gross motor skills and phonics.

External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of all school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- Durham SEND Information - Advice and Support Service
- County Durham Local Offer
- Educational Psychology Service
- Speech and Language Therapy
- Advisory Teachers for support and advice
- Occupational Therapy

- Clinical Psychology
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse

How Specialist Expertise is Secured

We allocate funds from our budget to secure this specialist advice. Each school in Durham receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6,000 of support for children with SEN – after which they can request additional 'Top Up Funds' from the Local Authority; generally this is for children with very high needs and often in receipt of an EHCP. In order to access these funds, the school produces a 'Costed Provision Map' – detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders.

Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

More information about SEND finances is available within the Local Authority Local Offer Website, a link to which is on our school website, under 'Local Offer'.

7. Consulting with SEN Pupils, Parents and Carers

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process. There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEN Support Plan or the Annual Review of their EHC Plan.

The school engages with parents on a daily basis. The Head and Deputy are present with parents daily, dealing with any enquiries or concerns that there might be. Parents are engaged through:

- Open door policy
- Open Afternoons/Evenings
- School-Based Community Events
- School Website
- Facilities to monitor children's reading progress from home via reading records.

8. Compliments, Complaints and Feedback

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally in the form of a letter to the Headteacher.

We hope that complaints about our SEND provision will be rare, however, in the first instance parents should speak to the class teacher or make an appointment with the SENCO / Headteacher. Further information can be found in the Complaints Policy section of our website or by visiting the Durham SEND Information, Advice and Support Service website <http://www.durhamsendiass.info>

9. Key Policies

The most important policies for parents of children with SEN are listed below:

- ☐ *SEND policy*
- ☐ *Behaviour policy*
- ☐ *Equality policy*
- ☐ *Accessibility Plan*
- ☐ *Anti-Bullying poli*

