Newport Infant School and Nursery

SEN Information Report – September 2026

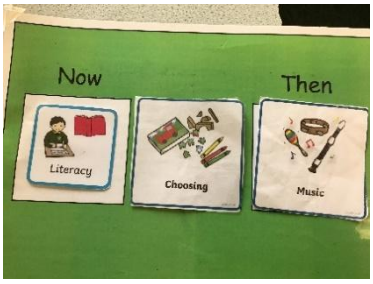
The SEN Information Report is updated annually at the end of the academic year to reflect changes that were made and plans for the following year within the school. The report states the current provision within Newport Infant School and Nursery. Our SENCo for this academic year has been Lorna Cross.

What are the kinds of special educational needs for which provision is made at Newport Infant School and Nursery?

This is an Infant and Nursery School with children aged between 2 and 7. We have one 2-3 year old room and one pre-school room in our nursery, then two Reception classes, two year 1 classes, two year 2 classes and a specialist resource provision with up to 8 children aged 4-7 years old for children with complex speech, language and communication needs. We offer a broad and creative curriculum that is exciting and engaging and pride ourselves on the inclusive nature of our mainstream offer that is accessible to every child. Our school is physically accessible with access ramps and a wheelchair lift. We have a changing station within school and adapted disabled toilet facilities. Children with a range of additional needs are supported within class, participating in the learning alongside their peers. Assess, plan, do, review cycles are completed termly by class teachers, outlining how they are planning to support each child's individual needs and track the impact of interventions that they access. Group Intervention Plans are also used to monitor and track progress of all children who may need additional support. These interventions include additional learning support, pre and post teaching opportunities, speech and language interventions, Social, Emotional and Mental Health support and fine motor support.



1:1 SALT session



Now and next board



Individual work stations



Visual timetables are used in each class and some pupils have their own

More detail on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy.

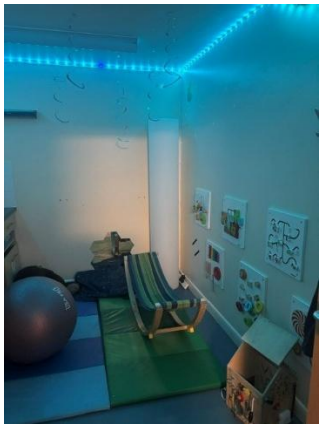
Our percentage of SEND in our school for the year 2025-2026 was 16.26%, which was an increase on the previous year of 15.3%. This means we are now above national average of 14.8% (information found Release home - Special educational needs in England - Explore education statistics - GOV.UK). We have 11 children with Education, health and care plans (4.47%), below the national average of 6%. In our school, our primary area of need is communication and interaction, with 67.5% of our pupils on the SEND register in the C&I area. The next priority is social, emotional mental health (SEMH), with 27.5% of children with SEND being categorised with having SEMH needs. As communication is our highest area of need, our priority over the academic year was to ensure our children were being supported in their speech and language development. We continued delivering high quality contrastive pairs interventions and TalkBoost interventions across EYFS and KS1. We focused on becoming a communication rich school using Widgit symbols across all classrooms to develop vocabulary understanding, build sentences and aid communication. As our 2nd priority was SEMH, the Zones of Regulation programme was embedded into our school culture, teaching pupils to recognise, understand and regulate their emotions. Our pastoral lead also worked hard to deliver social skill interventions, emotional regulation support and friendship skills both in group nurture sessions and 1:1.

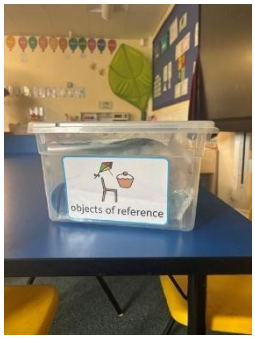
Our specialist resource provision, The Den, continued to develop to support 8 of our pupils with EHCPs. The main area of need was communication, including Autism Spectrum Disorder. Children are taught an adapted curriculum with a focus on developing attention, communication and social skills. There are specialised resources in The Den, including a sensory room, regulation tools and communication aids. Staff are well experienced and trained in supporting pupils with more complex needs and it is led by our SENCO.

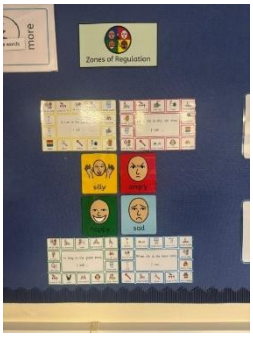












What are the school's policies for the identification and assessment of pupils/students attending the school?

We are committed to the early identification of children who have SEND.

We track and monitor the progress, behaviour and well-being of all of the children in our school closely. Detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. Pupil concern forms are completed by class teachers and the pupils are monitored by the SENDCO. We obtain information from parents/carers and any other records from the previous schools the children may have attended. Termly Pupil Progress Meetings take place with the Headteacher and class teacher. At these meetings, class teachers may discuss any concerns they have with a pupil and action points will be planned, liaising with the SENDCO where needed. The SENDCO also looks at pupil data and discusses with teachers, any pupils causing concern. Strategies to support the pupil are then agreed and actioned. The graduated response adopted in the school recognises that there is a continuum of need. This is recommended in the SEN Code of Practice and is in line with the LA policy.





The school has systems in place to support the well-being and behaviour of pupils. The SENDCO works closely with teachers and Teaching Assistants to identify children who may need support and again tracks their progress. The SENDCO may make referrals to other agencies and collates evidence towards an external assessment if this is deemed appropriate. She also liaises closely with parents to keep them involved in the process and offers support and guidance.

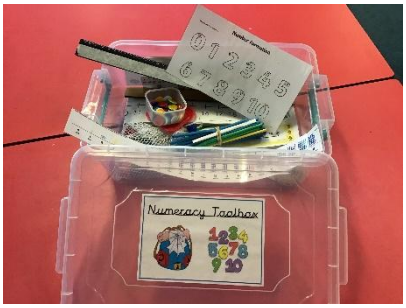
Further information on the admissions process to our school can be found on the SEND offer on our website. We welcome parents of all children to make an appointment to view school prior to starting the admission process.

What is the provision for pupils/students at Newport Infant School and Nursery and how is it evaluated?

Children with additional needs at our school will follow the main curriculum offer wherever possible. To achieve this, every child is entitled to Quality First Teaching. Adaptations may be made to accommodate individual needs and work can be differentiated to support learning needs and styles but participation in the life of the classroom is central to the provision that we make. Children with SEND are supported using a programme of interventions run by specially trained staff and through small group and one to one support in class. This also includes a Nurture Group ‘Treetops’ which runs every afternoon, or some children will be taught in ‘The Den’, our specialist SEND Resource Base, with Mrs Cross, a highly skilled specialist teacher and SENDCo, alongside experienced Teaching Assistants.

Provision is planned and evaluated through the use of APDRs or Group Learning Plans that track and monitor the progress of children and the impact of provision against targets set by teachers and any other agencies involved with the child.





Children with SEND in school may need a range of support depending upon their individual needs. Our vision is to create a highly effective learning community in an environment where everyone is respected and treated with dignity, and can work together to the best they can be. Teachers are trained to deliver adaptive teaching strategies to support the needs of all learners.

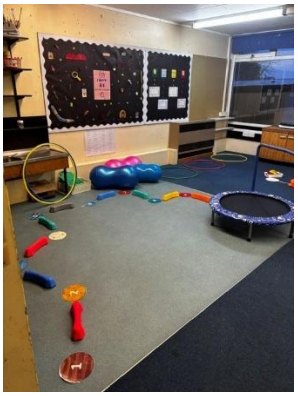
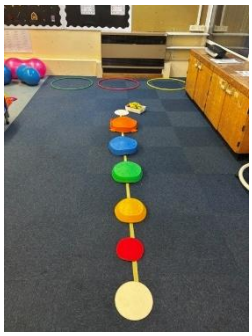
We aim to provide quality learning experiences appropriate to the needs of all of our pupils and we are committed to:

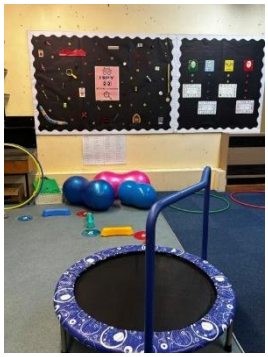


- Creating a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.
- Ensuring that all the National Curriculum/statutory curriculum/EYFS guidance is delivered to all pupils.
- Providing all staff with training and development opportunities to enable effective practice.
- Promoting the pupils spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Helping pupils acquire the knowledge, skills and confidence to enable them to lead as full, interesting and independent life as possible.
- Developing personal responsibility and encouraging decision making and choice.
- Providing a wide range of age-appropriate learning experiences which are both exciting and challenging.
- Offering opportunities to work co-operatively alongside others, develop friendships and respect for others.
- Providing pupils with experiences of their own and other religious and cultural backgrounds and values.
- Fostering relationships with parents and other professionals.



Sensory Integration

Our sensory integration space – the Sensory Gym, newly opened this year, is a calm, structured environment where children take part in a short "sensory circuit" designed to help them regulate their bodies and emotions so they are ready for learning. The circuit typically lasts 5–10 minutes and may include alerting activities to increase energy, organising tasks to support coordination and focus and calming strategies to settle the nervous system. Staff can select the stages each child need in the moment, while others may require pre-planned movement breaks. Some children may complete all stages, others may repeat or skip stages depending on their regulation. The adult's role is to co-regulate, keep transitions predictable and adapt the circuit if a child becomes overwhelmed. The overall purpose is simple: to help children feel safe, regulated and ready to learn.

Further details of our vision and ethos and detailed information about our curriculum offer is available on our website. Our open door policy ensures that staff are always visible and available to help with queries and able to work in partnership with parents so that provision for children with SEND is responsive to their daily needs.

All staff have a responsibility to meet the needs of all the pupils at Newport Infant School.

School staff details are on the website including any particular areas of expertise or responsibility.

Children with identified SEND will usually receive additional support either in small groups, one to one or supported individually within the classroom environment.

The school receives advice from a range of health and educational professionals in order to meet the needs of the pupils with SEND. We work closely with these professionals and colleagues to ensure that we continue to support pupils under the new guidance associated with the SEN Code of Practice.

What training do staff at Newport Infant School and Nursery have to support children with SEND?

As a school we are committed to ensuring that all our staff are up to date with local training and guidance and have a breadth of knowledge and skills to support a range of additional needs. We strive to provide bespoke training for staff in response to particular additional needs when they arise so that we can make the best provision for them. Our SENDCO attends local updates and Professional Development opportunities. Teachers and teaching assistants attend courses to support individual children as necessary. Teaching assistants who run particular interventions or

provide bespoke support for a child have opportunities to attend training and are encouraged and supported to update their knowledge and skills regularly. Some staff are trained in the use of Makaton and this is widely used across the whole school. New teachers at the school receive support through their year group teams, access to professional development opportunities and from the SENDCO and newly appointed teaching assistants are supported through weekly teaching assistant meetings and a programme of support that this offers. The Governor with responsibility for SEND has also attended Governor training, and before retirement, she worked as a Learning Support Advisory Teacher so has a whole wealth of knowledge of special educational needs. The SENCO, Lorna Cross has been suitably trained in specialist support strategies and is completing the 'National Award in Special Educational Needs Coordination' (NASENCO).

As a school, we support a range of additional needs, as described in the SEN Code of Practice, offering support from teachers who can deliver adapted, high quality first teaching and teaching assistants and nursery practitioners who have training and expertise in a variety of areas.

Training this year

This year, staff in our school have received substantive training via the PINS Project (Partnerships for Inclusion and Neurodiversity). The project enhanced staff understanding of neurodiversity, supported us in undertaking a sensory audit and enhanced the classroom environments, making adjustments to sound, light and visuals across the school. The SENCO has supported staff individually with writing their APDRs to include SMART targets that ensure our SEND pupils are being supported correctly. Staff were also refreshed by the SENCo in the use of Widgit and visuals to support communication and language. This has been adopted brilliantly into our school and we can see an impact on children's understanding, as well as supporting teacher workload as it saves time when creating adapted resources.








Our SENCo has completed 'Beyond the Label – Intentional Inclusion' training alongside 'Talking Mats' and 'Crisis Prevention Institute', disseminating the support across teaching staff and our pastoral lead.

Our pastoral lead, Mrs Cotterill, has also completed training in 'Emotional Based School Avoidance', 'Parents in Conflict' 'Supporting Parents with Addiction', 'Mental Health Support' and Early Help through the Local Authority 'Future in Mind' termly sessions.

Ongoing interventions from previous training include TalkBoost (both EYFS and KS1), Nurture, Management of Actual and Potential Aggression (MAPA). We are committed to keeping our staff up to date with teaching methods and new initiatives. We also respond to the needs of the children on roll at any one time, ensuring that we are able to fully support them using the best strategies and systems.





How will equipment and facilities be provided to support children at Newport Infant School?

Newport Infant School and Nursery is fully accessible for wheelchair users, being largely on one level and having a wheelchair lift on the one small staircase. Where necessary, access ramps are situated outside classrooms. We have a purpose-built changing area in our school and disabled toilet facilities.



We have a range of equipment to support children with additional needs that changes in response to the children that we have on roll. We use specialised seating such as samba chairs and support cushions, sloped working surfaces, laptops and a range of ICT programs or ICT equipment to support children. We have a number of smaller rooms within school that are used for interventions and these are equipped accordingly to support the activities. We work closely with other professionals to provide bespoke equipment to support children with additional needs when they are admitted to our school or when they are identified as part of our assessment process.

Our SEND policy, Accessibility Plan and Disability & Equality Policy are available to view on our website. The SEND offer at Newport Infant School is also available on the Telford and Wrekin website.

What are the arrangements for consulting parents of children at Newport Infant School and Nursery and involving them in the education of their child?

At Newport Infant School and Nursery, parents are fully included in the process of working with their children. This includes:

- All parents and families are welcome to visit the school prior to their child starting.
- The SENDCO works with families and other professionals including those from the previous setting to formulate a Transition Plan that will support the move to admission to our school.
- An open door policy for all children at the school ensures that parents are able to communicate with staff every day in order to exchange key messages.
- Termly parent/teacher meetings including any updates from key professionals.
- Termly personalised learning plans (APDRs) are given to parents so they know the targets their children are working on, and the reviews are also sent home.

- Parents of pupils with an Education, Health and Care Plan are also invited to attend an annual review meeting, at least once a year.
- Parents of children with SEND are invited to 'Coffee mornings/afternoons'. These have proved popular and useful to help with knowledge of interventions, support for home and developing friendships with other children with SEND. Sometimes visitors are invited to attend and speak and this year, our meeting was attended by a representative from PODs and the Autism Hub.
- Support and inclusion in assessments and on-going support provided by professionals from outside of school.
- Parental representation on the Governing Body.

What are the arrangements for consulting young people at Newport Infant School and Nursery about, and involving them in their education?

All young people in our school are treated with dignity and respect. Children with additional needs receive a personalised learning offer to enable them to experience success throughout their school life. We create a one page profile for each pupil with their thoughts, views, likes, dislikes and the understanding of how best to support them. Where necessary, we share the targets with the child, using language they will understand, and we try to engage them to gain their views on school. The assessment and annual review process of EHC Plans includes the views of the pupils.

Regular 'Pupil Voice' activities are undertaken by the Senior Leadership Team, and include pupils from a range of abilities and groups, including those with special educational needs.

We also have representatives on our Super Sue Safety Crew, school council, Eco Committee and Playground Pals groups from children of all backgrounds, including those identified as having SEND.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made a Newport Infants?

The process for all complaints is made available in the parent handbook which is updated each year. The complaints procedure is also available on the website.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Newport Infant School and Nursery and in supporting their families?

External support for children with SEND at Newport Infant School and Nursery is coordinated by the SENDCO and is responsive to the needs of the child.

Class teachers are responsible for the planning of learning and progress of the children in their class. Specific provision and targets are recorded on APDRs, coordinated by class teachers and overseen by the SENDCO. These are used additionally by key support staff for interventions and updated regularly using assessment information from everyone involved with the pupil.

We value the support and advice of all professionals and endeavour to follow their advice. These are some of the agencies we work closely with:

- Learning Advisory Support Teacher (LSAT)
- Speech and Language Therapist (SALT)
- Behaviour Support Advisory Team (BSAT)
- BeeU service

- Inclusive School Forum (ISF)
- Occupational Therapists (OT)
- Physiotherapists
- Sensory Inclusion Service (SIS), working with children with visual impairment and hearing loss
- Educational Psychology Service
- School Nurse
- Strengthening Families
- Education Welfare Officer
- The Local Authority SEND Team
- Social Workers
- Family Support Workers
- CAFLS
- CAFCASS
- Information, Advice & Support Service (IASS)

School has a trained Lead Professional – Mrs Cotterill (Pastoral lead), who is able to carry out an Early Help Assessment (EHA) and Early Help Support Plan Meetings (EHSPM) to access further support from health care professionals and social services such as Strengthening Families and Family Connect.

With other cluster schools, we also buy our own Family Support Worker who is also trained in EHA and leads on many of our EHSPMs. Often, parents of pupils with SEND have difficulties at home in many different ways and Mrs Cotterill is available to support families with strategies, advice and signposting for life at home.

What are the school's arrangements for supporting pupils in transferring between phases of education?

All transitions are well-planned for, both when children are admitted to our school from a Nursery or other Early Years/Key Stage 1 setting and when they move on to their Key Stage 2 setting. This year, each child on our SEND register received a transition booklet to take home with them over the summer holidays to support with the transition back into school. It included photos of their teacher, classroom and support adults. They also had the opportunity to add friends they had in their new class to support any anxieties or worries they may have about returning to school. In some cases, a more detailed transition package may be drawn up with the family and all of the other agencies involved. This identifies the key needs of the child and creates a clear action plan to ensure that the transition is smooth. The action plan is different for every child in response to their needs and is considered to be a working document that can be adapted to meet changing requirements during the transition period. There may be opportunities for extra visits with our pastoral team. The use of 'Social Stories' are also used to support transition. The SENDCO will also meet with the SENDCO of the feeder schools to discuss SEND pupils' needs and hand over key information.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website of our own school offer for SEND and this links to the Local Offer on the Family Connect pages on Telford and Wrekin's website

http://www.telfordsend.org.uk/

If you have any queries or requests for policies or information relating to this report please contact the Head Teacher, Emma Heeley or SENCO. Lorna Cross — on 01952 386610 or A2074@taw.org.uk