STOUR VALE ACADEMY TRUST

SEND POLICY AND INFORMATION REPORT 2026-2027

Newtown Primary School

VERSION / DATE	VERSION 1.0 SEPTEMBER 2026
NEXT VERSION DUE BY	SEPTEMBER 2027

Newtown Primary School
Special Educational Needs and Disabilities (SEND) Policy and Information Report
Academic year: 2026–2027
SENDCo: Mrs Gemma Merrix
Review cycle: Annually, and sooner if there are significant changes to legislation or school provision
Approved by: Stour Vale Academy governing board

1. Our vision and values:
Our vision and values are at the heart of Newtown Primary School's SEND Policy. We strive to enable every child to become a successful learner, a responsible citizen and a resilient individual. Our curriculum, relationships and provision are designed to help every child develop these attributes.

We recognise that every child is unique and that pupils have different starting points, strengths, interests and barriers to learning. We are committed to ensuring that all pupils have opportunities to belong, believe and achieve at Newtown Primary School and throughout their lives.

Newtown Primary is an inclusive mainstream school. We recognise that pupils may experience barriers to learning, communication, interaction, social participation, emotional regulation, sensory processing or physical access. We aim to identify these barriers promptly and provide appropriate support so that pupils can participate in school life, develop independence and make progress.

We value the contributions of pupils, parents and carers and recognise the importance of working in partnership with families, staff and external professionals.

2. Aims of the policy:
This policy and information report aims to:

- Explain how Newtown Primary School identifies, assesses and supports pupils with special educational needs and disabilities (SEND).
- Describe the provision available to meet a range of needs, including our enhanced Nest provision for pupils with complex Communication and Interaction needs.
- Explain the responsibilities of the governing board, Headteacher, SENDCo, teachers and support staff.
- Outline how pupils and parents are involved in decisions about support and provision.
- Explain how progress is assessed, monitored and reviewed.
- Describe how the school works with external agencies and prepares pupils for transitions.
- Explain how the school promotes inclusion, accessibility, equality and participation.
- Provide information about sources of advice and support for parents and carers.

Our provision is informed by the principle that pupils with SEND should receive high-quality teaching and appropriate additional or different provision to meet their needs. We have high aspirations for all pupils and seek to ensure that individual needs are recognised and addressed through a graduated approach.

3. Legislation and statutory guidance:
This policy is informed by the relevant legislation and statutory guidance in force in

England, including:

- Children and Families Act 2014, particularly Part 3.
- Special Educational Needs and Disability Regulations 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils and the duty to plan for accessibility.
- Education Act 1996, where relevant to the education of pupils with SEND.
- Keeping Children Safe in Education, in its current edition.
- Statutory guidance on supporting pupils with medical conditions at school.
- Relevant Department for Education guidance on behaviour, attendance, safeguarding and inclusive education.

This policy should be read alongside the school's safeguarding, accessibility, behaviour, equality, medical conditions, attendance and complaints policies.

The school will review relevant statutory guidance regularly and update its arrangements where necessary.

4. Definitions:
A pupil has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them.
A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that generally made available to other pupils of the same age.

Some pupils may have a disability under the Equality Act 2010 and require reasonable adjustments, whether they are identified as having SEN. The school recognises that its duties under SEND and equality legislation are related but distinct.

A pupil will not be identified as having SEN solely because their first language or home language is different from the language in which they are taught. However, the school recognises that pupils learning English as an additional language may also have SEND, and these needs will be considered carefully.

5. Types of SEND supported at Newtown Primary School:
Newtown Primary School supports pupils with a range of needs across the four broad areas identified in the SEND Code of Practice.

Communication and Interaction
- Speech, language and communication needs.
- Difficulties with understanding and using language.
- Social communication and interaction differences, including Autism Spectrum Disorder.
- Complex communication needs, including pupils who communicate through alternative or augmentative methods.

Cognition and Learning

- Difficulties acquiring and retaining new knowledge and skills.
- Specific learning difficulties.
- Moderate or more significant learning difficulties.
- Difficulties with literacy, numeracy, memory, processing and generalising skills.

Social, Emotional and Mental Health (SEMH)
- Difficulties with emotional regulation and managing feelings.
- Anxiety and difficulties with social relationships.
- Attention, concentration and impulse-control difficulties, including ADHD.
- Behaviour that may communicate unmet needs, distress or difficulties with regulation.

Sensory and/or Physical Needs
- Hearing or visual impairments.
- Sensory processing and regulation needs.
- Physical disabilities or mobility difficulties.
- Medical needs that affect access to learning, where appropriate.

Pupils may have needs across more than one area. We consider each pupil's individual profile rather than relying solely on a diagnosis or category.

6. Roles and responsibilities:
The SENDCo.
The SENDCo at Newtown Primary School is Mrs Gemma Merrix.

The SENDCo will:
- Lead and coordinate the school's SEND provision and contribute to its strategic development.
- Work with the Headteacher, senior leadership team and governing board to evaluate and improve provision.
- Advise staff on identifying needs and implementing the graduated approach.
- Support teachers in planning appropriate teaching strategies, interventions and reasonable adjustments.
- Monitor the progress and provision of pupils receiving SEN support, including pupils with Education, Health and Care (EHC) plans.
- Work with parents, pupils and external professionals to identify needs and agree appropriate outcomes.
- Advise on the deployment of available resources to support pupils with SEND.
- Liaise with the local authority and relevant specialist services.
- Support transition arrangements between year groups, schools and other settings.
- Maintain appropriate SEND records and ensure that relevant information is shared securely with staff who need it.
- Contribute to staff training and the development of inclusive practice.

The Headteacher
The Headteacher has overall responsibility for the leadership and management of the school, including the quality of education, safeguarding, pupil progress and the provision made for pupils with SEND.

The Headteacher works with the SENDCo and governing board to ensure that the school meets its statutory responsibilities and that SEND provision is appropriately planned, monitored and evaluated.

The governing board

The governing board, including the designated SEND link governor where appointed, will:

- Maintain oversight of the school's statutory responsibilities relating to SEND and disability.
- Monitor the quality and effectiveness of provision and the progress of pupils with SEND.
- Work with school leaders to review the school's SEND priorities and improvement plans.
- Ensure that the SEND Information Report is published and reviewed as required.
- Promote an inclusive ethos and hold school leaders to account for the experiences and outcomes of pupils with SEND.

Class teachers

Class teachers remain responsible and accountable for the progress, development and day-to-day learning of every pupil in their class, including pupils with SEND.

Teachers will:
- Provide high-quality teaching and adapt teaching approaches to meet individual needs.
- Identify concerns promptly and discuss these with the SENDCo.
- Implement agreed strategies, reasonable adjustments and support plans.
- Work with teaching assistants and specialist staff to ensure that additional support complements classroom teaching.
- Assess progress towards agreed outcomes and contribute to reviews.
- Communicate with parents and carers about their child's learning, progress and support.

Teaching assistants, HLTAs and other support staff
Teaching assistants and other support staff will implement agreed provision, support pupils' access to learning and promote independence. They will work under the direction of teachers and relevant leaders, contribute to assessment and review, and share observations that may inform future provision.

Support is planned to avoid unnecessary dependence on adults and to enable pupils to develop confidence, participation and independence wherever possible.

7. Identifying pupils with SEND:
The school aims to identify additional needs as early as possible. Concerns may be raised by parents, class teachers, support staff, the SENDCo, the pupil themselves or external professionals.

Identification may be informed by:
- Baseline assessments and information from previous settings.
- Ongoing assessment of progress and attainment.
- Observation of learning, communication, interaction and participation.
- Concerns about social, emotional, behavioural or sensory needs.
- Information from parents and carers.
- The views of the pupil, taking account of their age and communication needs.
- Advice or assessments from external professionals.
- The effectiveness of adjustments and interventions already in place.

The school will consider whether a pupil is making expected progress from their starting point, whether they can access the curriculum and whether they require provision that is additional to or different from that ordinarily available.

Slow progress or low attainment does not automatically mean that a pupil has SEN. The school will consider other relevant factors, including attendance, language acquisition,

teaching opportunities and wider circumstances, while ensuring that possible SEND is not overlooked.

Where concerns arise, the class teacher and SENDCo will discuss the evidence, consider appropriate adjustments and agree next steps. Parents will be involved in these discussions.

8. The Graduated Approach: Assess, Plan, Do, Review:
Newtown Primary School follows the graduated approach set out in the SEND Code of Practice.

Assess: We gather information about the pupil's strengths, needs, progress and barriers to learning. This may include teacher assessments, observations, pupil and parent views, work samples, intervention outcomes and specialist advice.

Plan: We agree the outcomes we are working towards, the adjustments or provision required, who will deliver them and how their impact will be evaluated. Parents and pupils are involved wherever appropriate.

Do: The class teacher remains responsible for the pupil's learning and oversees the implementation of agreed provision. Support may include adaptive teaching, targeted intervention, specialist advice or additional provision.

Review: We evaluate the impact of the provision against the agreed outcomes. We consider what has worked, what needs to change and whether further advice or assessment is required.

This process is repeated as necessary. Reviews take place regularly and, where appropriate, at least termly through the school's usual review arrangements. The frequency of review will reflect the pupil's needs and the provision in place.

Where a pupil has an EHC plan, the school will implement the provision specified in the plan and contribute to formal annual reviews in accordance with statutory requirements.

9. SEN support and Education, Health and Care plans:
Where a pupil requires support beyond the school's ordinarily available provision, the school may identify them as receiving SEN support. Parents will be informed and involved in planning and reviewing support.

Support may include targeted interventions, additional adult support, specialist teaching approaches, adaptations to the curriculum or environment, and advice from external professionals.

Where a pupil's needs cannot be met adequately through the support ordinarily available in school, despite appropriate interventions and reviews, the school may work with parents to request an Education, Health and Care needs assessment from the local authority.

The local authority is responsible for deciding whether to carry out an assessment and whether to issue an EHC plan. A diagnosis alone does not automatically result in an EHC plan.

Where an EHC plan is issued, the school will work with the pupil, parents, local authority and relevant professionals to implement the specified provision, monitor progress and

contribute to annual reviews.

10. Our SEND provision: The Nest and targeted support:

Newtown Primary School provides a range of support to meet pupils' individual needs. Provision is reviewed in response to pupils' changing needs and the effectiveness of support.

"The Nest" – Complex Communication and Interaction provision

The Nest is Newtown Primary School's enhanced provision for pupils with complex Communication and Interaction needs. Nine pupils currently access the Nest provision.

The provision is designed to support pupils who require a more structured and personalised approach to learning, communication, interaction and participation.

Support may include:
- Structured teaching and carefully planned learning activities.
- Individualised communication approaches, including visual supports and alternative communication methods where appropriate.
- Development of receptive and expressive communication.
- Support for social interaction, shared attention and engagement.
- Sensory regulation strategies and access to appropriate sensory resources.
- Predictable routines, visual timetables and supported transitions.
- Opportunities to develop independence, self-help skills and functional communication.
- Targeted interventions informed by assessment and specialist advice.
- Close liaison with parents, class teachers, the SENDCo and external professionals.

The Nest is intended to provide a supportive and appropriately structured learning environment while maintaining each pupil's connection with the wider school community. Opportunities for inclusion in mainstream classes, shared activities and whole-school experiences will be planned according to each pupil's needs, learning outcomes and readiness.

The provision is reviewed regularly to ensure that it remains appropriate, purposeful and responsive to individual pupils. Access to the Nest does not remove the school's responsibility to provide a suitable curriculum, assess progress and promote inclusion.

Other targeted provision:
In addition to the Nest, the school uses targeted support and intervention to address identified needs. This may include small-group teaching, additional scaffolding, individual work, structured learning opportunities and support for communication, cognition, literacy, numeracy, attention and emotional regulation.

The school may use approaches such as visual timetables, workstations, Now and Next boards, Phonics catch-up, WellComm, Attention Autism, TACPAC and other interventions where these are appropriate to pupils' needs and staff expertise. School have a Sensory Room with equipment used to support sensory regulation. School also have a 'Calm-Down Room in main school.

Interventions are selected according to assessed need. Their impact is monitored to determine whether they are helping pupils make progress towards their intended outcomes.

11. Teaching and adaptations to the curriculum:
High-quality teaching is the first response to pupils who may have SEND. Teachers are expected to adapt their teaching so that pupils can access learning and make progress from their individual starting points.

Adaptations may include:

- Breaking learning into smaller, manageable steps.
- Explicit modelling, repetition and overlearning.
- Pre-teaching vocabulary and revisiting key concepts.
- Providing additional processing time and checking understanding.
- Using visual supports, concrete resources and practical activities.
- Adapting the amount or complexity of written work.
- Providing alternative ways for pupils to record or demonstrate learning.
- Using flexible grouping, adult scaffolding and structured workstations.
- Providing movement breaks or sensory regulation opportunities where appropriate.
- Preparing pupils for changes and supporting transitions.
- Making reasonable adjustments to routines, resources and the learning environment.

Adaptations will be based on individual needs and reviewed to ensure that they support access, participation and progress without unnecessarily limiting pupils' learning opportunities.

12. Additional support for learning:

The school employs teaching assistants and higher-level teaching assistants (HLTAs) to support learning and deliver agreed interventions.

Support may be provided individually, in small groups or within the classroom. The level and type of support will depend on assessed needs and the intended outcomes.

The school works with relevant external professionals to develop staff knowledge and ensure that advice is translated into appropriate practice wherever possible.

Additional adult support is planned carefully. It should complement the work of the class teacher, enable access to learning and promote independence rather than create unnecessary reliance on individual adults.

13. Speech, language and communication support:

Newtown Primary School purchases Enhanced Speech and Language Therapy provision through the Sandwell Speech and Language Therapy service. The service is available on site on a regular, commissioned basis, currently described by the school as one day every other week.

The provision may include:

- Targeted work with individual pupils on speech, language and communication.
- Small-group intervention to develop communication, understanding, confidence and interaction.
- Advice and guidance for staff implementing communication programmes.
- Staff development in relevant approaches, resources and interventions.

- Liaison with the SENDCo, parents and other professionals where appropriate.

The therapist and SENDCo work together to identify priorities and consider whether families may benefit from additional advice or support. The school may also liaise with services such as the Complex Communication and Autism Team (CCAT), Inclusion Support and paediatric services, subject to appropriate arrangements.

The availability of commissioned therapy does not replace the responsibility of school staff to support pupils' communication throughout the school day.

14. Social, emotional and mental health support:
We recognise that emotional wellbeing, relationships and a sense of safety are important foundations for learning.

Support may include:

- Access to trusted adults.
- Emotional coaching and support to identify and communicate feelings.
- Structured opportunities to practise social skills and develop friendships.
- Predictable routines and supported transitions.
- Individual strategies to support emotional regulation.
- Adaptations to the learning environment and expectations.
- Liaison with parents, carers and relevant external services.

Newtown Primary School has a Family Support Worker who works on site to support pupils and families. The school may also work with relevant health, social care and early help services where appropriate.

The school promotes a safe and respectful environment and does not tolerate bullying. Concerns about bullying, discrimination or the safety of pupils will be addressed in accordance with the relevant school policies.

15. Working with parents and pupils:
We recognise parents and carers as important partners in understanding a pupil's needs and planning support.

When a concern is identified, the school will seek to involve parents at an early stage. Discussions will aim to:

- Share the pupil's strengths and areas of difficulty.
- Listen to parents' views, concerns and knowledge of their child.
- Explain the support being considered and the reasons for it.
- Agree intended outcomes and next steps.
- Review the effectiveness of support and consider any changes needed.

Pupils will be involved in decisions about their learning and support in ways appropriate to their age, understanding and communication needs. This may include verbal feedback, visual choices, observations or other accessible methods.

The school will endeavour to provide information in an accessible form and work with families who require additional support to understand processes, communicate their views or access relevant services.

16. Expertise and training of staff:
Newtown Primary School aims to ensure that staff have the knowledge, skills and confidence to support pupils with SEND effectively.

The SENDCo holds the National Award for Special Educational Needs Coordination (NASENCO), completed in September 2022, and undertakes relevant professional development to maintain knowledge of SEND practice and statutory requirements.

The SENDCo works with school leaders to identify staff training needs and align professional development with school priorities and the needs of pupils.

Training may cover adaptive teaching, communication and interaction, Autism, cognition and learning, social and emotional development, sensory needs, intervention delivery, safeguarding and other areas identified through school self-evaluation.

Staff working in enhanced provision may receive additional training relevant to the communication, sensory, learning and regulation needs of pupils they support.

17. Working with external agencies:
Where appropriate, Newtown Primary School works with external professionals and services to gain advice, support assessment and improve outcomes for pupils.

These may include:

- Speech and Language Therapy.
- Complex Communication and Autism Team (CCAT).
- Inclusion Support.
- Educational Psychology.
- Occupational Therapy and physiotherapy.
- Hearing and visual impairment services.
- Paediatric and other health services.
- Child and Adolescent Mental Health Services (CAMHS).
- School nursing services and GPs.
- Early Help and children's social care.
- Other relevant specialist services.

Access to individual services depends on their referral criteria, professional assessment and availability. The school will support referrals and share information appropriately, with consent where required and in accordance with safeguarding and data protection duties.

18. Accessibility, disability and participation:
Newtown Primary School is committed to promoting equality and ensuring that disabled pupils are not placed at a substantial disadvantage in comparison with pupils who are not disabled.

The school will consider reasonable adjustments and appropriate auxiliary aids and services in accordance with its legal duties.

The school building was refurbished in 2020–2021 and is on one level, which supports access for pupils with mobility needs, including some wheelchair users. Individual access requirements will be considered in planning participation in lessons, activities and school visits.

The school's accessibility arrangements and priorities are set out in its Accessibility Plan.

Pupils with SEND are encouraged to participate in the full life of the school, including:

- The curriculum and classroom learning.
- Assemblies and whole-school events.
- Sports days and educational visits.
- Before-school breakfast club and available extra-curricular activities.
- Social opportunities and activities with peers.

Reasonable adjustments and individual risk assessments will be considered where necessary to support safe and meaningful participation. A pupil's SEND or disability should not, in itself, be a reason to exclude them from activities.

19. Supporting pupils' medical needs:
The school works with parents, health professionals and relevant staff to support pupils with medical conditions in accordance with the school's medical conditions policy and applicable statutory guidance.

Where necessary, individual healthcare plans, risk assessments, staff training and appropriate adjustments will be put in place. These arrangements will be reviewed when a pupil's needs or circumstances change.

20. Evaluating the effectiveness of SEND provision:
The school evaluates SEND provision through ongoing assessment, review and school improvement processes.

This may include:

- Reviewing pupils' progress against their starting points and agreed outcomes.
- Monitoring intervention participation and impact.
- Reviewing support plans and provision maps.
- Gathering feedback from pupils, parents and staff.
- Considering advice from external professionals.
- Reviewing attendance, engagement, independence and participation where relevant.
- Monitoring the effectiveness of reasonable adjustments.
- Undertaking learning walks, work scrutiny and case sampling.
- Reporting on SEND provision to school leaders and the governing board.

Where progress is limited, the school will consider whether teaching approaches, interventions, resources or other aspects of provision need to change. Further assessment or specialist advice may be sought where appropriate.

The school recognises that progress for pupils with SEND may not always be reflected solely in academic attainment. Communication, independence, engagement, emotional regulation, social interaction and access to learning may also be important indicators of progress.

21. Transition between classes, phases and schools:
Transitions can be particularly challenging for pupils with SEND. The school will plan appropriate support to help pupils move successfully between classes, key stages and educational settings.

Arrangements may include:

- Liaison between current and receiving teachers.
- Sharing relevant information and support strategies.
- Additional visits or familiarisation opportunities.
- Visual information, social stories or transition resources.
- Meetings with parents and receiving settings.
- Liaison with external professionals where appropriate.

When pupils move to another school or setting, relevant information will be shared securely and in accordance with data protection requirements. Parents and pupils will be involved in transition planning as appropriate.

22. Complaints about SEND provision:

Newtown Primary School aims to resolve concerns through open communication and partnership with parents and carers.

Parents who have concerns about SEND provision are encouraged to contact the class teacher or SENDCo in the first instance. Where a concern cannot be resolved informally, it may be referred to the Headteacher and managed in accordance with the school's formal Complaints Policy.

Parents of disabled pupils may also have rights under the Equality Act 2010 and may be able to bring disability discrimination claims to the First-tier Tribunal (Special Educational Needs and Disability), depending on the nature of the complaint.

Information about the relevant procedures will be provided in accordance with the school's policies and statutory requirements.

23. Support and information for parents and carers:
Newtown Primary School aims to work in partnership with parents and carers by:

- Encouraging families to share concerns about their child's development and learning.
- Keeping parents informed about relevant provision and progress.
- Involving parents in assessment, planning and review.
- Supporting families to understand SEND processes and relevant referral pathways.
- Signposting families to appropriate local and national advice services.

Sources of support include:

Sandwell SEND Local Offer
The Local Offer provides information about education, health, social care and other services available to children and young people with SEND and their families.
Website: https://www.sandwell.gov.uk/send

Sandwell SENDIASS
The Special Educational Needs and Disability Information, Advice and Support Service provides impartial information, advice and support to children, young people and parents regarding SEND. Families can access the current contact details through the Sandwell Local Offer.

Parents may also be signposted to relevant health, family support, early help and voluntary-sector services according to their circumstances.

Contact details and website links will be checked before publication to ensure they remain current.

24. Admission of disabled pupils and accessibility arrangements:
Newtown Primary School follows the applicable admissions arrangements and equality duties. The school will consider the needs of disabled pupils and make reasonable adjustments in accordance with the Equality Act 2010.

Information about accessibility, reasonable adjustments and arrangements for participation is set out in the school's Accessibility Plan and relevant policies.

25. Monitoring and review:

This SEND Policy and Information Report will be reviewed annually by the SENDCo, Mrs Gemma Merrix, in consultation with school leaders as appropriate. It will also be reviewed sooner if there are significant changes to legislation, statutory guidance or school provision.

The governing board of Stour Vale Academy will approve the policy in accordance with the school's governance arrangements.

Related school policies:

- Accessibility Plan.
- Equality Policy.
- Safeguarding and Child Protection Policy.
- Behaviour Policy.
- Supporting Pupils with Medical Conditions Policy.
- Attendance Policy.
- Complaints Policy.

G Merrix (Staff)
25.9.2026