



New Milton Junior School

"Together towards our very best!"

New Milton Junior School SEND Practice 2025/26

Introduction

The primary schools within the Arnewood Pyramid are wholly committed to inclusion. As a pyramid of schools we work very 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 would expect that the majority of children's needs will be met within the classroom through high quality teaching. As a pyramid of schools, 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 the classroom to maximise the adult-to-pupil ratios. We hope that you find this local offer useful and informative. If you have any further questions please contact the Special Educational Needs and Disability Coordinator (SENDCo), Tom Chappell, who will be happy to discuss your child's specific needs.

🕒 How does the school know if children need extra help?

Teachers will liaise with pre-schools, previous schools and with you, the parents, before your child joins our school. Concerns may be raised by you or teaching staff after your child has started school, perhaps because your child is performing under age related expectations. There may also be changes in your child's behaviour or emotional stability and wellbeing. Liaison could be with a variety of external agencies which may include paediatricians, educational psychologists, behaviour support, CAMHS, occupational and speech and language therapists, as well as physiotherapists.

🕒 What should I do if I think my child may have special educational needs?

If you have concerns about your child's needs talk to the class teachers or SENDCo. 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 data is collected and analysed regularly by class teachers and senior management. This is reported to parents in three parental interviews and an annual report.

Parents are encouraged to speak to class teachers regarding their child's learning as an ongoing process. Informal opportunities are available daily to discuss individuals, and appointments are recommended to be made for more extensive issues.

Children may be identified and placed on the schools' Inclusion 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 senior management that your child has identified education, emotional or physical needs 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 an individual Learning Journey which will be written in partnership with teacher, parent and child. This will be reviewed regularly throughout each term, with the expectation that targets will be achievable though challenging, as well as 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 transition (change of placement) all stakeholders work together to ensure the best interests of the child are maintained.

If it is required parents 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 full transition programmes both for children moving from Year 2 to Year 3 and Year 6 to Year 7. Extra familiarisation visits are arranged by the SENDCo for children who may be especially anxious about transition.

🕒 **How will staff at New Milton Junior School support my child?**

The class teacher will support individual progress by providing tasks that are suitable for your child. She or he is the first point of contact and may draw on others to aid in 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. A teaching assistant will usually deliver this support under the supervision and guidance of the class teacher and SENDCo. All individual programmes are carefully monitored and evaluated to ensure the support is effective. The SENDCo will facilitate, co-ordinate and oversee any support from outside agencies.

🕒 **Reasonable Adjustments and Sensory Equipment**

Under the Equality Act 2010, the school has a duty to make reasonable adjustments for pupils with disabilities so they are not placed at a substantial disadvantage.

This may include providing auxiliary aids and services such as sensory tools.

Examples of adjustments we may provide:

- 🕒 Ear defenders for assemblies, dining hall, fire drills or noisy events
- 🕒 Fidget items or movement aids to support focus and self-regulation
- 🕒 Chew tools where appropriate for sensory or oral-motor needs
- 🕒 Adapted seating, writing supports and visual scaffolds
- 🕒 Quiet spaces or reduced-stimulus environments

How we decide if an adjustment is reasonable:

We consider:

- the child's individual needs and disability
- effectiveness of the adjustment
- practicality and health/safety
- impact on learning and inclusion of others
- cost and availability
- whether the disadvantage is substantial

Where appropriate, the school may ask parents to supply personal sensory items (e.g., chew tools for hygiene reasons).

All adjustments are reviewed regularly and recorded within the pupil's SEN Support plan or EHCP.

● **How will the curriculum at New Milton Junior be matched to my child's needs?**

All work given to pupils is adapted according to individual need, along with adaptive teaching. Often this is successfully achieved by grouping children and setting work according to groups' need. Sometimes however, it is necessary to provide an individualised curriculum so that every child is able to achieve their full potential every lesson.

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

The SENDCo, class teacher, visiting professionals and head teacher support a decision making process if your child does not have an Education, Health and Care Plan (EHCP). Perhaps you or the class teacher has raised concerns about your child's progress either educationally, emotionally, behaviourally or physically. Together we would make a decision about the support your child needed.

Educationally: here we have data to support us. If we see that your child is not making expected progress, we can support by putting in place specific programmes of work which we call intervention programmes. This could be a reading, spelling, phonics or maths programme. These are often 1:1. To monitor progress, we will test your child at the beginning and at the end of the programme. To be successful the programme usually needs to show, through the data, that your child has made twice the expected rate of progress.

Emotionally: in school we have two Emotional Literacy Support Assistants (ELSA) who are available for support where appropriate.

Behavioural: we would put in place a support plan managed by the class teacher alongside the SENDCO. This may involve your child receiving rewards such as stickers, or other agreed personalised rewards when he or she has completed tasks satisfactorily.

Physical: support usually involves special equipment and exercises with advice and training from Occupational Therapists (OTs) or Physiotherapists.

If children are receiving 'additional' support, we must be accountable for the effectiveness of support given. Not only would we expect overall progress, but we would be looking at very targeted progress, and so in school we have a variety of ways to assess children prior and post the programme of additional support.

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

Trips are planned to enhance the curriculum usually linked to topics being studied in the year group. As part of the planning, we will be talking to you for advice and would welcome your support in accompanying some trips. We would always consult with the adults who work at the site of the visit to plan for your child's successful visit and we would be making a pre-visit to check the site. Should your child have any physical needs we will discuss these with their support agencies and ask for advice. We always carry out rigorous individual risk assessment plans and the ratio of children to adults is always calculated with safety, well-being and efficiency in mind.

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

We take your child's emotional wellbeing seriously and the following are areas to note:

Medical

We have a comprehensive 'Administration of Medicines' Policy that clearly states how the school can support the child's medical needs. At school we have qualified First Aiders.

Pastoral Care

A care plan that is drawn up in partnership with parents/carers and school staff to meet the personal care needs of children with very specific needs.

ELSA

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

Family Support Worker

Children identified with attachment issues or where there are difficult home circumstances, may be offered nurturing sessions once a week with the Family Support Worker.

Behaviour

We emphasise positive behaviour management. Individual Behaviour Plans (IBPs) drawn up in partnership with SENDCo, teacher, parents and occasionally Hampshire Behaviour Support Team, are personalised to provide appropriate support to reduce the risk of exclusion.

Attendance

A clear attendance policy is available on the New Milton Junior School website www.newmiltonjuniorschool.co.uk. Regular attendance is expected. Parents of children with poor attendance are invited in to discuss ways to support attendance to ensure a speedy, efficient and happy return to good attendance.

In addition

We work in partnership with a variety of other agencies to support the child e.g. Educational Psychologists, Paediatricians & CAMHS.

Outreach

We can access behaviour support from The Clifford Centre. Also, Forest Park School, Wolverdene and Oak Lodge have outreach support provision for children with specific SEND.

⦿ What training is provided for staff supporting children with SEND?

The SENDCo carries out an audit of training needs annually to inform her of training needs throughout the school. This training can be undertaken out of school as well as in school. All teaching assistants (TAs) carrying out individual work with your child will have been trained on that specific programme. TAs attend all whole-school INSET and additional training is provided both inhouse and at other training facilities to enable them to carry out the specific intervention programmes on offer.

⦿ How accessible is the environment at New Milton Junior School?

The school can be accessible by a wheelchair with modifications to the route round school. There is a disabled toilet which is fully wheelchair accessible. We work in partnership with Hampshire Advisor for Pupils with Physical Disabilities, OTs and physiotherapists to make sure that the physical environment is safe so your child can access their learning.

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

⦿ How are parent carers/young people currently involved at New Milton Junior School? How can I get involved and who can I contact for further information?

At New Milton Junior we have an annual parent's survey and we ask for parental feedback for the annual written report. Parents are welcomed into school as helpers for reading, school trips or helping with class activities. Homework is set weekly to promote and support learning but also serves as a valuable communication tool between home and school. Teachers are readily available to discuss learning with parents and Learning Journeys, TPAs and IBPs are always written in collaboration with parents. There is a warm, friendly and very effective PTA who meet regularly to plan and carry

out fund raising events for the school. They welcome new members. In addition, should a vacancy occur, parents may wish to stand for election to the schools governing body as a parent governor.

🕒 **What steps should I take if I have a concern about SEND provision at New Milton Junior School?**

Initially, a conversation with the class teacher to discuss concerns. The SENDCo & Inclusion Manager, is available to discuss specific needs, usually meeting with the parent and class teacher together. The school has a formal complaints policy if a parent feels that provision is not being met appropriately.

🕒 **What special services and expertise are available at or are accessed by the school?**

At New Milton Junior School we can draw on the support and advice of a variety of outside agencies. Below is a list of the main agencies that we currently use. Should we need support from an 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 & training from Diabetes Team
- Support & training from Occupational Therapist
- Support & training from Physiotherapist
- Forest Park - Special School Outreach
- Clifford Centre - Behaviour Support Outreach
- Support from Physical Disabilities Advisor
- Support available on request from other Hampshire advisors e.g. Visually & Hearing impaired School Link Nurse
- Parent Support Advisor - Arnewood Pyramid
- Educational Psychologist
- Speech & Language Therapist
- Communication and Language team (CaL)
- Locality Team
- Community Consultant Paediatrician
- CAMHs - several specialist therapists under this 'umbrella'
- Social Care referrals
- Inclusion service - home tuition for children unable to attend school.
- Hampshire SEN services

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

When your child joins New Milton Junior School, there is an established programme of transition and activities to introduce your child to school. This will include several organised visits to join the current Year 3 pupils both at play, lunch and in class, and an invitation to attend an open evening in school. During the summer term the class

teachers, Year Leader and ELSAs will meet with colleagues in the infant schools to ensure that all relevant details about your child are transferred.

If your child already has identified SEN needs, then discussions between the SENDCos at each school take place to ensure provision is in place to meet your child's needs. If other professionals are involved (EP's, OT's, Physio, S&L) contact will be made and discussions take place.

As your child moves through the school, and changes class and class teacher there will be discussions between teachers to ensure a smooth and happy transition. This will include any appropriate information regarding data, specific support programmes or any physical or emotional needs. Transition for your child may include visits to the new class. When your child leaves our school, any information concerning your child's education will be sent to the new school. If your child has more complex needs, it may be that SENDCos of both New Milton Junior and the receiving school write a Transition Partnership Agreement (TPA). This document includes all your child's needs and provision that the receiving school needs to be aware of. This document is written with full knowledge and involvement of parents.

● **Where can I get further information about services for my child?**

Should you wish to visit New Milton Junior School, please ring the office on 01425 614633 to arrange one. You are welcome to visit us, tour the school and have an informal chat with adults in the school. Should you wish to follow up this visit, you can ring the office to book an appointment with the Head teacher and/or the SENDCo to discuss any concerns you may have. If you are already a parent of a child in school, then the first person you need to contact is the class teacher who is available daily before and after school. The class teacher is supported by the SENDCo in determining the support required.

In school, if your child is on the Inclusion register, the following qualified and trained staff may have a role in your child's education:

- Class teacher
- SENDCo
- TAs & ELSAs
- Outside professional agencies
- The SENDCO, Tom Chappell, can be contacted either by ringing the school office and making an appointment or talking to him informally before or after school.

Other support services are:

- Occupational Therapists
- Physiotherapists

- CAMHS
- Educational Psychologists
- Speech & Language Therapists
- Communication and Language Team (CaL)
- Clifford Centre, Behaviour Support Team
- Hampshire Parent and Carer Network <http://www.hpcn.org.uk/>
- Hampshire SENDIASS <https://www.hampshiresendiass.co.uk/>