Special Educational Needs and Disability Information Annual Report September 2026 (SEND Regulations 2014)

Welcome to our Special Educational Needs and Disability (SEND) Information Report for 2026–27. It forms part of Buckinghamshire's Local Offer for children and young people with SEND. All maintained schools and maintained nursery schools must publish this information on their website and update it every year (Children and Families Act 2014, section 69 and Schedule 1 of the SEND Regulations 2014).

To avoid duplication, this report links to Buckinghamshire's Local Offer on the Family Information Service website: https://familyinfo.buckinghamshire.gov.uk/send/

The template we have used was co-produced by children and young people with SEND, and their parents, in Buckinghamshire.

1. SEND provision at Newtown School

Newtown School is an infant school for children aged 2 to 7, from preschool through to the end of Key Stage 1. We are an inclusive school and welcome children with a wide range of special educational needs and disabilities.

We make provision for children with needs in all four broad areas described in the SEND Code of Practice:

- Communication and interaction, including autism and speech, language and communication needs
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

1.1 The Nest

The Nest is our specialist class within the school for up to 8 autistic children. Children in The Nest either have an Education, Health and Care (EHC) plan or are in the process of obtaining one. The Nest follows a sensory curriculum, adapted to meet each child's needs.

Admission to The Nest: Children are admitted to Newtown School through the usual school admissions process. Places in The Nest are not allocated separately. Once a child has joined the school, we decide together with parents whether The Nest is the right provision for them.

2. Newtown's policies

Our SEND and Accessibility Policy, Accessibility Action Plan, admissions arrangements and complaints procedure are available on our school website: www.newtown.education

2.1 Identifying and assessing pupils with SEND

We follow the graduated approach set out in the SEND Code of Practice and Buckinghamshire's guidance. We identify needs as early as possible through:

- information from parents, previous settings and health visitors, and a home visit before every child starts
- ongoing observation and assessment by class staff, including the statutory assessments in the Early Years Foundation Stage and Key Stage 1
- termly progress meetings where teachers, the SENCO and the Headteacher discuss every child's progress and attainment
- advice from educational psychologists and other professionals where needed

If a teacher has a concern, they discuss it with the child's parents and the SENCO. If a child needs support that is additional to, or different from, what is usually provided, we agree this with parents, add the child

to our SEND register at SEN Support and write a SEN Support Plan. If a child's needs cannot be met through SEN Support alone, the school, working with parents, may request an EHC needs assessment from Buckinghamshire Council.

2.2 Evaluating the effectiveness of our provision

The SENCO and Headteacher meet weekly to discuss children and review provision. The SENCO reports to the governing body on the effectiveness of SEND provision, and the SEND Governor monitors this on the governors' behalf.

2.3 Assessing and reviewing the progress of pupils with SEND

We monitor every child's progress closely. For children at SEN Support, we follow a cycle of assess, plan, do and review. Targets in each child's SEN Support Plan are agreed with parents and reviewed with them three times a year. Children with an EHC plan also have a formal annual review (see section 6).

3. Our approach to teaching pupils with SEND (with and without an EHC plan)

At Newtown, all children are equally valued and have access to a broad and balanced curriculum. Teachers use adaptive teaching to meet individual needs, so that children with SEND learn alongside their classmates wherever possible. We see parents as their child's first teachers and always draw on their knowledge and expertise.

3.1 Adapting the curriculum and learning environment

Adaptations depend on each child's needs and may include:

- visual timetables and other visual supports
- adapted tasks, resources and ways of recording
- small group or individual work
- sensory breaks and access to calm, quieter spaces
- continuous provision across EYFS and Key Stage 1, giving children time to learn through play at their own pace
- a sensory curriculum for children in The Nest

3.2 Additional support for learning

Newtown School uses its SEND funding flexibly across the school. Support is not always one to one; it is more often given in small groups to help children develop independent learning skills. Where a child needs a higher level of support, we may apply to Buckinghamshire Council for additional (top-up) funding.

3.3 Extra-curricular activities

All children are encouraged to attend after-school clubs on site, and all children have an equal chance of getting a place. If a child needs additional support to take part, we discuss this with parents before the club starts and put a plan in place.

3.4 Supporting social and emotional development

Newtown School puts children's wellbeing first, and we have two nurture workers who support this across the school. Our Behaviour Policy is flexible and recognises that the needs of children with SEND may differ from those of other children. Continuous provision gives children more time and opportunity to develop their social and communication skills. If children need further support, we may work with the Educational

Psychology service, the local Pupil Referral Unit in Amersham or other external services, as set out in our SEND Policy and the Buckinghamshire Local Offer.

Listening to children: We gather children's views in ways that suit their age and stage of development, and these views inform their SEN Support Plans and EHC plan reviews.

Preventing bullying: We teach kindness, friendship and respect through our PSHE curriculum and school values. Staff supervise children closely, including at playtimes, and act quickly on any unkind behaviour. Our approach is set out in our Behaviour Policy and Anti-Bullying Policy.

4. Accessibility and facilities

The school is all on one level, with flat access to all areas from the back of the school, where children arrive and leave each day.

Admission of disabled children: Disabled children are admitted on the same basis as all other children, in line with our admissions arrangements.

Preventing less favourable treatment: We make reasonable adjustments so that disabled children are not treated less favourably than other children, in line with the Equality Act 2010.

Accessibility Plan: Our Accessibility Plan sets out how we will improve access to the curriculum, the school building and information for disabled children over time. It is available on our website.

Specialist equipment: Where a child needs specialist equipment to access their education, we work with parents, health professionals and Buckinghamshire Council to provide it.

5. Staff training and expertise

Two members of staff are qualified SENCOs, and one member of staff holds a Master's degree in Psychology. Staff have completed the following training:

- Step On (therapeutic approach to behaviour)
- Trauma-informed practice
- Buckinghamshire speech and language therapy webinars
- Buckinghamshire occupational therapy webinars
- Buckinghamshire Understanding Autism courses

Staff are also trained to deliver specific interventions for children with and without SEND. We plan further training each year based on the needs of the children in school, delivered in house or by external providers. Where we need specialist expertise, we seek advice from outside services such as the Specialist Teaching Service, Educational Psychology, speech and language therapy and occupational therapy.

6. Working with parents and children

6.1 Involving parents and carers

We will always tell parents when we start to make special educational provision for their child. Parents and carers of children with SEND have three meetings a year to discuss and agree their child's provision through their SEN Support Plan. Parents and carers of children with an EHC plan also have a formal annual review of the plan, to which all professionals involved with the child are invited. The school has an open door policy, and questions and concerns can be discussed as they arise.

6.2 Involving children

All children at Newtown are aged 7 or under. They take part in ongoing discussions about their support in a way that suits their age and stage of development, and their views are recorded as part of SEN Support Plan reviews and EHC plan annual reviews.

7. Working with other services and settings

7.1 Health, social care, local authority support services and voluntary organisations

The governing body makes sure the school works with other services to meet the needs of children with SEND and support their families. We make full use of the support available from local services, including:

- Specialist Teaching Service
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Health Visitors
- School Nurse
- GPs and Community Paediatrics
- CAMHS (Child and Adolescent Mental Health Services)
- Mental Health Support Team (MHST)
- Children's Social Care
- Family Support Service
- Buckinghamshire Council SEND Team
- The Oaks Pupil Referral Unit

7.2 Moving between settings

We work with the Children's Centre, Health Visitors and local pre-schools to make sure children joining our school have the right provision in place. We carry out a home visit for every new child before they start (or as close to their start as possible) to build the relationship between home and school.

We also work closely with our linked junior school and other schools that children move on to. All children, including those with SEND, are discussed fully before transfer so that the right provision is in place when they arrive. For children who find transition difficult, we plan extra joint work to make the move easier.

7.3 Settings we work with

This list is not exhaustive. Information about other settings is shared with parents in individual discussions.

- Newtown Children's Centre
- Elmtree Nursery
- The Village Nursery
- Ley Hill Nursery
- Little Bears
- Little Cherubs Day Nursery
- Brushwood Junior School

- Thomas Harding Junior School
- The Oaks Pupil Referral Unit
- Westfield Special School
- Booker Park Special School
- Heritage House Special School

8. Key contacts

SENCO: Mrs Karen Dunton

SEND Governor: Katy Young (contact via the school office)

Headteacher: Mrs Hayley England

Email: office@newtown.education Telephone: 01494 783713

9. Compliments, concerns and complaints

We welcome compliments and want to hear about any concerns early so we can put things right. If you have a concern about your child's SEND provision, please speak first to your child's class teacher. If it is not resolved, please contact the SENCO, Mrs Karen Dunton, and then the Headteacher, Mrs Hayley England.

If your concern is still not resolved, you can make a formal complaint using our complaints procedure, which includes a governing body stage. The procedure is on our website: www.newtown.education

If you disagree with a decision about an EHC needs assessment or an EHC plan, Buckinghamshire Council offers disagreement resolution and mediation services, and you may have the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability). Parents can also make a claim of disability discrimination to the Tribunal. Bucks SENDIAS (see section 10) can advise you on these options.

Email: office@newtown.education Telephone: 01494 783713

10. Support services for parents

Bucks SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service) offers free, confidential and impartial advice and support to parents and carers of children with SEND.

Contact Bucks SENDIAS through their online contact form: Contact Bucks SENDIAS

Telephone: 01296 383754 (Monday to Friday, 9am to 5pm)

11. Buckinghamshire's Local Offer

Buckinghamshire's Local Offer gives information and advice about SEND services and provision for children and young people aged 0 to 25: https://familyinfo.buckinghamshire.gov.uk/send/

To contact the Buckinghamshire Family Information Service, call 01296 383293.

Date of this report: September 2026 **Next review:** September 2027