

Newtown Nursery School

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Colne

SEND Information Report

2026-2027



Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.



Newtown Nursery School

SEN Information Report

Date: September 2026

Name of the Special Educational Needs/Disabilities Coordinator:

Victoria Parsons

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The kinds of SEND we provided for.

Newtown Nursery School is a maintained Nursery School for Lancashire County Council. At Newtown we provide for all Special Educational Needs and Disabilities in accordance with the Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs Code of Practice. We provide care, support and guidance for pupils with a range of different needs and difficulties. This is done through a plethora of different responses depending on a pupil's individual needs. A pupil is defined as having SEND if they have significantly greater difficulty in learning than most others of the same age, or if they have a disability or health condition that prevents or hinders them from making use of the educational facilities used by peers of the same age. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The four areas of need are outlined below:

Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. We recognise that:

- Pupils with Autism Spectrum Disorder (ASD) can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

Our school SENDCo will work with pupils, parents, and language and communication experts where necessary to ensure pupils reach their potential.

Cognition and Learning

With cognition and learning difficulties, we offer one-to-one learning support where necessary, and we understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning disabilities (PMLD). Our SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.

Social, Emotional and Mental Health (SEMH)

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in different ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. We recognise that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and school will support pupils with these difficulties

Sensory or Physical Needs

Impairments that prevent or hinder pupils from using the school facilities, such as visual impairment (VI), do not necessarily have SEND. We will ensure staff understand that some conditions can be age-related and can fluctuate over time. We recognise that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, and our SENDCo will ensure that their support needs are being met.

Newtown Nursery School has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. With the support of the SENDCo, staff regularly assess progress for all pupils, with the aim of identifying pupils who are making less than expected progress or have barriers to learning. We also acknowledge that pupils may have needs that are not just educational and we therefore consider the whole child and how we can ensure access to all aspects of the curriculum. We recognise that there are a range of factors that are not SEND but may impact on the progress and attainment of children, such as attendance and punctuality, health and welfare, being Pupil Premium / Looked After child or having English as an additional language.

The School has a Local Offer which is published on our website. This forms part of the Local Authority's Offer which provides information about what support services and provision is available for children and their families in their local area. A link to this is also on our website.

The School has a Special Educational Needs Policy which supports this document.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

All staff at Newtown are fully aware of the SEND Code of Practice, and are aware of their responsibilities in ensuring that the needs of all pupils are met. Parents/carers will be involved in all stages of their child's educational journey, including planning for future transitions. At Newtown, we are an inclusive school that supports a wide range of needs.

Early Intervention and Assessment:

- Special Educational Needs Policy and Procedures are followed.
- Children are visited at home or in their current setting if applicable.
- Information taken from School application and induction.
- Discussions with parents prior to admission.
- Detailed Transition Meetings and arrangements.
- Monitoring, tracking and assessment procedures.
- Assessment data to identify progress and attainment.

- Early Identification Procedure and removal of barriers to learning.
- Involvement of Special Educational Needs Coordinator.
- Support and intervention strategies.
- Request to the Local Authority for additional support- Request for Additional Inclusion Support.
- TAF/ SEND Planning Meetings and Reviews with LA Inclusion Support (IDSS) Teacher.
- Educational Psychologist involvement in assessing individual need.
- Referral and liaison with Speech Therapy/ Health Visiting Team

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

- ✓ Children are able to make choices and express their preferred interests and learning styles through free flow indoor/ outdoor Continuous Provision.
- ✓ Circle-Time and other planned activities allow children to express their thoughts and feelings and involve children in making decisions.
- ✓ Children talk about their learning and the next steps are discussed in groups and individually.
- ✓ Learning Journeys are shared with the children and children use them to comment on their learning.
- ✓ Children's views and comments are recorded on the termly progress reports.
- ✓ Children's spontaneous comments are captured on iConnect
- ✓ Children use alternative communication such as the use of visual symbols, choice boards, communication books and signing as appropriate.
- ✓ Teaching and learning evaluations and the review of children's progress demonstrates children's strengths and areas to target.
- ✓ Use of children's interests and motivators.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

- The School has an open door policy promoting information sharing on a daily basis with Teachers, Key Persons and other staff.
- Home visits or visits to other settings arranged and planned visits to School for prospective parents.
- Parents are informed of any support their child is receiving and are given regular feedback on their child's progress.
- Parents are encouraged to share information and work together with the school, their Teacher and Key Person and other agencies.

- Children's Learning is documented and shared with parents using the parent zone app. Personalised learning targets are set each term for every child and targeted learning for my intensive support.
- Strategies and resources are shared with parents to support the child's learning and development at home.
- Parents are invited to termly Progress Meetings to share their child's progress and attainment.
- Individual Targeted Learning Plans (TLP's) are shared and reviewed with parents at least termly and next steps are agreed.
- Parents are invited to the initial Planning Meeting and subsequent Review Meeting with all agencies.
- School consults with all parents and involves them in their child's education through the School Prospectus, Home-School Agreement, Admission and Induction Pack, Questionnaires, Website, App, Home-School Events, Parents' Information Sessions and representation on the School Governing Body.
- There is a range of Home- School Learning opportunities for parents to get involved in and support their children's education, such as, the Lending Library, Sign of the Week and through learning updates on our online platforms (parent zone, Facebook, our schools app)

How will the curriculum be matched to my child/young person's needs?

- The School provides good teaching and learning, with planning and activities carefully differentiated to meet individual needs.
- The use of signing is promoted by all staff and to parents.
- Staff are skilled in a range of approaches and strategies to support children's access to learning.
- Routines are responsive to individual needs.
- The School promotes sensory approaches, visual strategies, hands on learning.
- Objects of reference, picture exchange, visual timetabling, choice boards and communication books have been used with individual children.
- Adult support is used in variety of ways to ensure individual needs are effectively met.
- Specialised equipment and resources are requested and have been provided by OT to support individual children.
- The physical environment is accessible indoors and outdoors.
- Equipment and activities have been adapted with support from Occupational Therapy for children with physical difficulties.

How accessible is the school environment?

The school is built on a steep slope and although there are ramps and wheelchair accessible doors throughout the building and outdoor areas this is to be considered. School is secured with high fencing and is all built on one level. Access to out outdoor woodland area is possible by accessing the ramp into the woodlands through the 2-3's outdoor area.

The school works closely with partner agencies around the use of equipment and specialist training for individual needs.

The School ensures a fully inclusive curriculum which extends beyond the School day. Provision and practice are adapted and responsive to individual needs to ensure all children can access all activities. Children with Special Educational Needs are fully integrated so that they can learn and play together with other children.

The environment is designed to ensure that children with SEN can play and learn alongside their peers through the routines and teaching and learning approaches. All children have full and equal access to Continuous Provision and staff are effectively deployed.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

- The School works with a range of partners.
- The School has a well-established and robust Early Identification Procedure.
- The School actively works with parents and partner agencies to support the assessment of children's learning and development needs.
- There are direct links with the Speech Therapy Service, Educational Psychology Service, Special Educational Needs Team (Learner Support Team), Portage, Social Services, Children's Centre, Health Visitors/Community Nursery Nurse, Occupational Therapy Service, Physiotherapy Service, Rainbow Centre (CDC) including Consultant Paediatricians.
- The School works with the Inclusion Support Teacher/ LA SEN Team making referrals as appropriate.
- The School signposts parent/ carers to the Local Authority's information and advice support service (SENDIASS)

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- Children's progress is tracked and monitored on a daily/weekly basis. A range of assessments are used in response to the children's levels of development including Baseline and Basic Skills.
- Half termly summative analysis of progress and attainment data is used to monitor children with Special Educational Needs to ensure progress. -- Regular staff supervision and pupil progress is discussed with key persons.
- The School carries out termly Progress Meetings and Reports for all children including those with Special Educational Needs.
- IDSS Teacher/ Outside Agency advice and feedback is incorporated into the Individual Targeted Learning Plans (TLP'S).
- Individual Targeted Learning Plans are reviewed regularly with staff and evaluated on an ongoing and termly with Parents and Children to reset objectives.



-There is ongoing liaison with parents to inform and share school strategies and how children can be helped at home.

-Children with Additional inclusion Support have review meetings and transition meetings prior to starting school with all professionals involved in their learning and progress.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

The SENCO has undertaken and qualified in the National Award for Special Educational Needs Co-ordination post graduate course. (NASENCO)

Staff are experienced, well trained and have a breadth of knowledge and understanding of Special Educational Needs.

Staff take part in In Service Training/ staff meetings.

Staff have the opportunity to work with colleagues across age phases.

Staff work together and share practice to meet the specific needs of children.

Staff work with the SENCO and other professionals to develop their knowledge and skills.

Staff Appraisal/ Review is linked to children's progress and staff take part in observations to develop their practice.

Staff contribute to the evaluation and next steps of planning and TLP's.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

-The School has an extensive Transition Programme in place for children joining the School, moving within the School and transferring to other Schools or settings.

For children with Special Educational Needs the School provides;

-New Parents Information Session

-Home Visits

- Liaison with other Agencies

-Visits in their current setting if possible

- Individual visit appointments for prospective children

- Individual Induction and Settling Procedure

-The children have settling sessions within the next age phase within School supported by their Key Person

-Key Person hand overs to share information

-Transition information shared with parents at the Progress Meetings and introduction to next key Person

-Transition Meeting involving parents and other agencies for children transferring to Primary School

-Accompanied visits offered for parents to prospective Primary School



- Invite to Reception Class Teachers to visit the child ready for transition
- Staff support children with settling visits in the next School
- Comprehensive Transition Records for all children
- Close links with local feeder schools

How will my child/young person be included in activities outside the classroom, including school trips?

Our SEND children are welcomed and actively encouraged to go on all trips and to attend all extra curricular activities. Where appropriate, parents will be consulted and all reasonable adaptations and adjustments will be made to ensure that children with SEND can safely access and enjoy the activities. This may include inviting parents along.

The adaptations will usually be the result of the risk assessment and may include additional staffing, extra time allowances or amendments to the activity. All activities within and outside school are covered by a risk assessment, which are carried out by the Class Teacher and Lancashire County Council.

What support will there be for my child/young person's overall well-being?

- The School has a Positive Behaviour Management Policy which is shared with parents on admission and displayed on the website.
- All children have a Key Person to provide secure and trusting relationships.
- Children's views are gathered in a range of ways appropriate to their age and individual needs.
- The School has a strong focus on promoting the children's well being and involvement and works with parents and other agencies to remove any barriers to learning and development.
- The School promotes positive behaviour and celebrates children's achievements through a range of activities including the Golden Rules, My Child's a Star and Achievement Boxes.
- Circle Times promote children's social and emotional development, self- esteem and confidence.
- The curriculum is planned to ensure that children are socially aware and respect and celebrate individual differences.
- Children are encouraged to tell someone if they are being treated in an unkind or unfair way.
- Patterns of behaviour and interactions are monitored as appropriate.
- There is a robust Safeguarding Procedure in place to support the needs of children and families.
- Staff are well trained in behaviour management, safeguarding and systems for promoting the children's well being and involvement.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

- Progress towards the key priorities of the School Improvement Plan are reviewed termly and shared with Governors and Staff.
- Meeting with the Link Governor for Special Educational Needs to discuss provision, practice and children's progress.



- Analysis of progress data.
- Interventions and strategies are monitored to ensure children's targets are appropriate and effective.
- All aspects of provision for Special Educational Needs are covered within the School's monitoring and evaluation structure.
- Feedback from parents, IDSS Teacher and other agencies

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

- The School works with a range of partners.
- The School is continuing to develop robust Early Identification Procedures.
 - The School actively works with parents and partner agencies to support the assessment of children's learning and development needs.
 - There are direct links with the Speech Therapy Service, Educational Psychology Service, Special Educational Needs Team (Learner Support Team), Portage, Social Services, Children's Centre, Health Visitors/
Community Nursery Nurse, Occupational Therapy Service, Physiotherapy Service, Rainbow Centre (CDC) including Consultant Paediatricians.
 - The SENCO has an annual link visit with the area IDSS Learner Support Teacher.
 - The School works with the IDSS Learner Support Teacher/ LA SEN Team making referrals as appropriate.
 - The School signposts parent/ carers to the Local Authority's information and advice support service (SENDIASS)

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

- The School has an open door policy which ensures daily communication with Teachers, Key Persons, Head Teacher/ SENCO.
- Children's needs and well-being is a priority and parents are encouraged to share their views.
- The School communicates in a range of ways to meet parent and child needs including face to face contact, Our Schools Parent App, Telephone calls, e-mail, text service, Open Sessions, Review Meetings and Progress Meetings.
- The Induction Procedure is comprehensive and the communication pathway is clear so that any concerns or queries are dealt with promptly.
- The School Complaints Procedure is available for parents.
- The School has a Link Governor for Special Educational Needs.
- The School would inform and seek advice from the LA as appropriate.

Where can I find the contact details of support services for the parents of children/young people with SEND?

General information regarding SEND can be found on the school website, including the



SEND policy.

- SENDCo: **Mrs Victoria Parsons**
- LCC Link Inclusion Teacher – **Zara Wharton**
- Lancashire SENDIAS: 0300 123 6706.

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <https://newtownnursery.co.uk/SEND-and-Inclusion/>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>