New Horizons Children's Academy

# New Horizons Children's Academy – Children first, Aspire, Challenge, Achieve

# Special Educational Needs and Disabilities (SEND) Information Report

September 2026

SENCo: *Miss Johnson* SEND Governor: Carrie Myhill

Assistant Headteacher for Inclusion: Christianne Mian

Contact: *0333 360 2115*

Dedicated SEND time: *Full time*

Medway Council's Local Offer:

https://www.medway.gov.uk/info/200139/social_care_and_health/466/medway_s_local_offer/1

At New Horizons Children's Academy, we believe that children only thrive when they are happy and feel safe in their environment. Therefore, we work tirelessly to ensure that;

- There are high expectations for every child
- Every lesson matters therefore they should be exciting and motivate children to think and learn
- Every child is treated as an individual and with dignity
- Children learn to play and learn together, understanding moral values of mutual respect, tolerance and personal responsibility

In order for this to happen, many steps are taken to support children through their learning journey.

We feel that quality first teaching methods are extremely important. However, some children need extra support in order for them to reach their full potential.

When this has been identified, the Inclusion Team will work with other staff in order to support children appropriately.

## Members of the Inclusion Team

- Mrs Taylor – Deputy Head
- Mrs Mian – Assistant headteacher
- Mrs Nye – Attendance and Admissions Officer
- Miss Yeomans – SEND Admin Assistant
- Mr Bickmore – Emotional Literacy Support Assistant
- Mrs Walton – Home School Support Worker, Designated Safeguarding Lead
- Mrs Pinkos – Year 6 teacher, EAL Coordinator

- Miss Johnson – Special Educational Needs Coordinator
- SEND Teacher- Mrs Rutter

**Glossary of commonly used acronyms**

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|---|---|
| AAP | Attendance Advisory Practitioner |
| ADHD | Attention Deficit and Hyperactivity Disorder |
| ADD | Attention Deficit Disorder |
| ASD | Autistic Spectrum Disorder |
| BSP | Behaviour Support Plan |
| CAMHS | Child and Adolescent Mental Health Service |
| ChiN | Child In Need |
| CP | Child Protection |
| CT | Class Teacher |
| CoP | Code of Practice |
| C&L | Cognition and Learning |
| C&I | Communication and Interaction |
| DCD | Developmental Co-ordination Disorder |
| EHA | Early Help Assessment |
| EYFS | Early Years Foundation Stage |
| EP | Educational Psychologist |
| EHCP | Education, Health and Care Plan |
| ELSA | Emotional Literacy Support Assistant |
| EAL | English as an Additional Language |
| FSM | Free School Meals |
| HI | Hearing Impairment |

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|---|---|
| HLTA | Higher Level Teaching Assistant |
| ISR | In School Review |
| KS | Key Stage |
| LA | Local Authority |
| LAC | Looked After Child |
| MCH | Medway Community Healthcare |
| MLD | Moderate Learning Difficulty |
| NC | National Curriculum |
| OT | Occupational Therapist |
| ODD | Oppositional Defiance Disorder |
| PR | Parental Responsibility |
| PD | Physical Disability |
| PMLD | Profound and Multiple Learning Disability |
| PP | Pupil Premium |
| SBSP | School Based Support Plan |
| SSG | School Support Group |
| SENSA | SEND Support Agreement |
| S&P | Sensory and/or Physical Needs |
| SPD | Sensory Processing Disorder |
| SLD | Severe Learning Difficulty |
| SEMH | Social, Emotional and Mental Health |
| SEND | Special Educational Needs and Disabilities |
| SENCo | Special Educational Needs Co-ordinator |
| SpLD | Specific Learning Difficulty |
| SaLT | Speech and Language Therapy |

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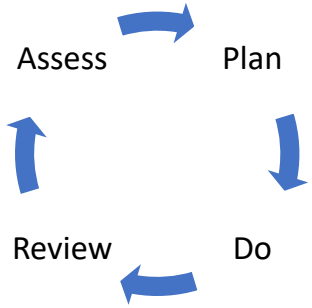
| TA | Teaching Assistant |
| TAF | Team Around the Family |
| VI | Visual Impairment |

**Whole School Approach**

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:




All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** *A pupil's needs are assessed initially by their Class Teacher through their formative and summative assessments. If it is felt that any further advice is needed, pupils can be raised to the Inclusion Team who will then carry out any observations, assessments or referrals relevant to the individual. Parents will be contacted if their child is raised to the Inclusion team.*

*If further support is needed, pupils can may then be placed on the SEND register, or a School Based Support Plan.*

**Plan:** *Following Inclusion Meetings, recommendations for pupils are made and passed back to the Class Teacher.*

*If pupils are placed on the SEND register, a SEND Support Agreement will be compiled by the class teacher in conjunction with the SENCo, the pupil and parents/carers. This will outline targets, who will be involved, as well as the support the pupil will receive. Any interventions that a pupil receives will be detailed on Insight (our online provision mapping software).*

**Do:** *Recommendations are then implemented by the class teacher as well as any other staff involved with the pupil, e.g. Teaching Assistant, EAL Coordinator, Emotional Literacy Support Assistant.*

*Support detailed on SEND Support Agreements will be put in place and pupil targets will be worked on with the support of parents/carers. Targets are discussed and shared with the pupil so that they are aware of what they are working towards.*

*Interventions detailed on Insight (online provision mapping software) will take place. They can be led by a variety of staff members, including Class Teachers, Teaching Assistants, the EAL Coordinator, the Emotional Literacy Support Assistant or the Home School Support Worker.*

**Review:** *Actions are reviewed by the following term to assess the impact and iidentify any need for further support if necessary.*

*SEND Support Agreements will be reviewed by teachers three times a year with parents/carers with new targets set and support reviewed each time.*

*Interventions on Insight (online provision mapping software) will be reviewed at the end of each term (every 6-8 weeks) to ensure that they remain appropriate and continue to have an impact.*

Having consulted with children, young people and their parents/carers, all our additional provision (internal or external) is based on an agreed outcomes approach.

**Special Educational Needs and Disabilities**

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

    - *Private Speech and Language Therapist employed for 18 days per year*
    - *MCH Speech and Language Therapist can be referred to when pupils have an EHCP or meet NHS criteria*
    - *Teaching Assistants deliver various Speech and Language programmes for pupils who require Speech and Language support*
    - *Outside agencies referred to when further support needed, e.g. Marlborough Outreach and Fortis Trust outreach and recommendations followed*
    - *Lego Therapy interventions*
    - *Hamish and Milo well-being intervention*
    - *Social skills and social interaction support provided*
    - *A clear focus on speaking and listening within the EYFS*
    - *Signing taught to children in EYFS*

2. Cognition and learning

    - *High quality first teaching*
    - *Precision teaching*
    - *Phonics rapid catch up*
    - *1:1 Reading*
    - *Educational Psychologist support available*
    - *Interventions led by Teaching Assistants*
    - *Support from outreach teams when needed, e.g. Dane Court*

- *Intervention programmes purchased and Teaching Assistants trained to deliver them in order to target specific cognitive needs, e.g. Precision Teaching*
- *Interventions focused on listening skills, memory and retention*

3. Social, emotional and mental health

- *Full time Emotional Literacy Support Assistant employed*
- *Educational Psychologist support available*
- *Home School Support Worker employed full time*
- *Social skills groups available*
- *Individual social skills and emotional support provided by Teaching Assistants, Home School Support Worker, Emotional Literacy Support Assistant*
- *Support from outreach teams when needed, e.g. Fortis Trust Outreach, Marlborough outreach service*
- *Relevant staff trained in positive handling*
- *Weekly PSHE sessions*
- *Drawing and Talking Therapy for identified pupils*
- *Lego Therapy for identified children*
- *Hamish and Milo well-being programme for identified children*
- *Sunflower Room and Red Hat Room provisions available at break and lunchtimes for identified pupils*
- *Pulse – a system enabling children to reach out to a member of staff of their choice*
- *Talking therapy – A registered therapist*

4. Sensory and/or physical needs

- *Private Occupational Therapy support available when needed*
- *Occupational therapy recommended physical/sensory resources purchased*
- *Occupational Therapist recommendations and physiotherapy plans followed by Teaching Assistants*
- *Pupils can be referred into MCH if they meet the criteria for receiving more specialist support/diagnosis*
- *Daily sensory circuit groups run by Teaching Assistants*
- *Daily Mile interventions*
- *In class sensory support available to all pupils*

As of September 2026, we have 110 children or young people on our SEND register receiving some form of SEND Support.

**SEND Provision**

Our approach to identification and assessment of special educational needs is set out in our SEND Policy, linked below:

https://www.newhorizonschildrensacademy.org.uk/site-newhorizons/assets/files/1364/send_policy_november_2022.pdf

The policy sets out our approach to:

- The evaluation of the effectiveness of our provision for pupils with SEND;
- Our arrangements for assessing and reviewing the progress of pupils with SEND;
- Our approach to teaching pupils with SEND;
- How we adapt the curriculum and learning environment for pupils with SEND;
- The availability of additional support for learning that is available to pupils with SEND;
- How we enable pupils with special educational needs and disabilities to engage in the activities of the school together with children who do not have special educational needs;
- The support that is available for improving the emotional, mental and social development of pupils with SEND

**Consulting with children, young people and their parents/carers**

Involving parents/carers and learners in the dialogue is central to our approach and we do this through:

| **Action/Event** | **Who's involved** | **Frequency** |
|---|---|---|
| Consultations to review Health Care Plans/Asthma Plans | SEND Admin Assistant<br>SENCo<br>Parents/carers<br>Class Teachers/Teaching Assistants | 1x per year (or more if health needs change) |
| Parents' evening | Parents/carers<br>Class Teacher<br>SENCo | 2x per year |
| Reports | Pupil<br>Parents/carers<br>Class Teacher<br>Senior Leadership Team | 2x per year |
| SEND Support Agreement review and setting of new targets | Pupil<br>Parents/carers<br>Class Teacher<br>SENCo | 3x per year |

| | | |
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| School Based Support Plan review and setting of new targets | Pupil<br>Parents/carers<br>Class Teacher<br>SENCo | 1x per term |
| Behaviour Support Plan review and setting of new targets | Pupil<br>Parents/carers<br>Class Teacher<br>Phase Leader/SLT (lead by the DT) | 1x per term |
| Individual risk assessments | Parents/carers<br>Class Teacher<br>Phase Leader/SLT (Inclusion AHT and DT)<br>SENCo and SEND admin assistant | 1x per term |

There are external support services available for parents/carers of children with SEND. The contact details for these services are set out below:

- Children and Family Hubs in Medway – website: http://medway.gov.uk/familyhubs
- Medway Family Information Service (FIS) – phone: 01634 332195, website: https://admissions.medway.gov.uk/Synergy/fisd_welcome.aspx
- Medway SEND Information, Advice and Support Service – phone: 01634 566303 website: https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/
- Medway Community Healthcare – Child Health Service – phone 0300 123 3444, website: https://www.medwaycommunityhealthcare.nhs.uk/our-services/a-z-services/child-health-service
- Kent Autistic Trust, website http://www.kentautistictrust.org
- The Challenging Behaviour Foundation – phone: 0300 666 0126, website: http://www.challengingbehaviour.org.uk/
- Young Minds – parents/carers helpline – phone: 0808 802 5544, website: http://www.youngminds.org.uk/

**Staff contacts and development**

The SEND provision within our school is co-ordinated by the SENCo. Our SENCo is Miss Johnson who can be contacted via the school office. Miss Yeomans is our SEND Admin Assistant who is also available to discuss anything related to SEND.

New Horizons Children's Academy

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

| **Area of expertise** | **Level** |
|---|---|
| British Sign Language | Level 2 |
| Child Protection | Intermediate course |
| Child Psychology | Level 4 |
| Designated Safeguarding Lead | n/a |
| Emergency First Aid at Work | Level 2 |
| EBSA Training | Level 1 – All staff<br>Level 2 – SLT/Inclusion Team |
| Implementing Practice when working with children with English as an Additional Language | Post-graduate – Level 6 |
| Paediatric First Aid | Level 3 |
| Positive Handling – Team Teach | n/a |
| Safer Recruitment | n/a |
| Social Work | BA Honours Degree |

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|---|---|
| Special Educational Needs (SENCO) | BA Honours Degree<br><br>PGCE<br><br>National Award for SEN Coordination |
| Special Educational Needs (Inclusion AHT) | BA Honours Degree<br><br>PGCE<br><br>Masters (MEd in Researching Practice)<br><br>NPQSENCO |

Support staff are supported through regular contact with their line manager. This ensures that support staff consistently know what is expected of them and what is happening within the academy. Regular meetings and training also take place.

**Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed based on their experience and expertise within different areas. It is important that staff feel able to support the pupils they are working with and understand the expectations of the pupils within their key stage. Through ongoing training, communication and support, we are able to ensure that our support staff are well equipped to successfully support our pupils to make progress and develop as individuals. When new staff are employed, we use the interview process to make decisions about where they should be placed based on their experience and the vacancies we have available within the academy. Sometimes it is necessary to move staff around year on year depending on pupil needs and staff expertise.

Some of our support staff work solely with children with EHCPs or significant needs/awaiting EHCPs to ensure these children are supported in line with Section F of their documentation.

**Finance**

We spend a proportion of our school budget on ensuring that the needs of pupils with SEND are met. Most of the notional SEND budget is spent on internal support and resources. However, some is put aside to provide support from external agencies, such as:

- Educational Psychologist
- Occupational Therapist
- Speech and Language Therapist
- External therapy
- Specialist Teacher
- Training for staff in necessary and relevant areas of SEND

New Horizons Children's Academy

## School Partnerships and Transitions

The academy works with a number of external partners; these are listed later in this report.

The academy works closely with the local authority, which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer.

Our academic assessment for children and young people with special educational needs is moderated with other academies within our trust during moderation meetings and training sessions.

Our transition approach involves:

- Phone conversations between the previous or receiving schools prior to the pupil joining/leaving. These phone conversations are shared with Class Teachers to ensure that they are aware of the needs of any new pupil
- Where a pupil may have more specialised needs, a separate meeting can be set up with Miss Johnson, the previous school's SENCO and the parents/carers
- All pupils attend at least one transition session where they spend some time with their new class and teacher
- Additional visits are also arranged for pupils who need extra time in their new school
- Our Parent, Teachers and Friends Association (PTFA) always welcomes new members
- A member of the Senior Leadership Team always shows new families around the school or has a phone call with new families

## Complaints

Our complaints procedure is linked below:

TSAT complaints procedure (tsatrust.org.uk)

*Last year we had four formal complaints that were dealt with following the complaints procedure.*

## Pupil Premium:

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known an 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. If you feel your child may be eligible for free school meals, please ensure you sign up for this in order for your child to receive the funding to support them to make progress.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best place to assess what their pupils need.

Schools are held accountable for the spending of Pupil Premium through the decisions they make. This is measured through the performance tables which show the performance of disadvantaged pupils compared with their peers. Schools are also held accountable through the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who receive Pupil Premium funding.

**Challenges last year:**

Our school continues to work hard to meet the increasingly complex needs of pupils with SEND. However, a number of significant challenges remain, both locally and nationally. These include:

- Financial constraints have impacted the number of support staff employed across the school, which in turn has influenced how support is organised and delivered. Despite this, staff have worked hard to structure systems effectively to ensure pupils' needs continue to be met.
- Removal of local top-up (Band 2/3) funding for pupils without an EHCP has placed additional pressure on schools. Without access to this resource, there is now greater reliance on applying for Education, Health and Care Plans in order to secure support. This has contributed to an overall rise in the number of EHCP applications and subsequent demand on external services.
- Diagnosis and assessment waiting times remain a significant barrier. Many children are waiting years to be assessed through MCH clinics. Although the Right to Choose pathway has been recommended and taken up by many parents—reducing waiting times in some cases—delays continue to affect service access and timely support.
- Limited availability of specialist placements across Medway has become increasingly challenging. Shortages in both Primary and Secondary specialist provisions have resulted in children being placed in mainstream settings, including ours, even when we are unable to fully meet their highly specialist needs. Staff remain committed and work tirelessly to support these pupils, but capacity, resources and expertise are stretched.
- Lack of external services for children's mental health continues to be a major concern. High thresholds for CAMHS and lengthy waiting times mean that children with significant SEMH needs often do not receive timely or appropriate support. As a result, schools are increasingly required to create and sustain their own provision without additional funding.
- A gap in local support for children with cognition and learning needs persists. There is limited access to specialist teacher services, dyslexia support, or targeted intervention

guidance from the local authority. This makes it difficult to secure tailored advice for children with significant learning difficulties.

- Due to pressures on statutory timelines and an increasing number of EHCP applications, the school has had a reduced offer of purchased Educational Psychologist time. The SENCo works closely with the linked EP to ensure that the time allocated is used as efficiently and effectively as possible.

- Referral waiting times across a range of external services (SALT, OT, EP, CAMHS, CDT) remain a continuing issue. Delays limit the ability to implement recommended strategies promptly and impact the support children receive.

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**Further development**

- A restructure of support staff deployment due to changes in financial budgets. Fewer Teaching Assistants are now employed across the school, meaning not all classes will have a designated TA. To maintain high-quality provision, the SENCo is working closely with all support staff to ensure that pupils with additional needs continue to receive targeted support. TAs will be deployed across year groups according to identified need, coordinated by the SENCo and Senior Leadership Team.
- Strengthening our Speech and Language capacity in response to the continued rise in pupils requiring SALT support. Additional Teaching Assistants are being trained to deliver high-quality interventions, increasing the school's internal capacity to meet need.
- Development of the Rainbow Room as a specialist SEND provision, providing a structured, supportive environment for pupils with complex needs. A qualified teacher has been appointed to oversee this provision, strengthening the quality, consistency and expertise within the space.
- Increase in the number of SEN Teaching Assistants, allowing for greater capacity to work with pupils with high levels of need and to support the specialist provision.
- Whole-school EBSA (Emotionally Based School Avoidance) training, ensuring all staff have a secure understanding of how to identify, support and reduce school-based anxiety and attendance barriers.
- Greater use of Outreach Services, including ASD outreach, SEMH services, Speech and Language outreach and specialist teaching services. This has enhanced targeted guidance for staff and strengthened provision for pupils with complex profiles.
- Regular Inclusion Team meetings held each term to review the needs of pupils across the school, monitor provision, and plan next steps collaboratively.
- Whole-school focus on sensory processing needs, following recent staff training. We are developing sensory-aware classrooms and embedding sensory approaches across the school to create inclusive environments with resources accessible to all pupils. We are also developing a sensory space in the Rainbow room and a Sensory room in the EYFS area which will be available to all children.
- Whole-school training and focus on adaptive teaching and scaffolding, ensuring that all staff are confident in making high-quality, evidence-based adjustments within the classroom to meet the needs of all learners.

- Increased involvement in external reviews and action planning, including SEND reviews, sensory audits, curriculum reviews and provision audits. These have supported the school in identifying strengths and development points, shaping ongoing improvement work.

**Expansion of SEMH provision across the school. This includes:**

- *Increasing Hamish and Milo intervention groups.*
- *Continuing and expanding support for our trained ELSA, ensuring regular updated training.*
- *Whole-school implementation of the Zones of Regulation, which has already proven highly effective in supporting children with emotional regulation.*
- *Weekly access to a trained therapist on-site, offering targeted SEMH support and consultation for staff.*
- *Participation in the Amazing Minds TA programme to build capacity and expertise for supporting SEMH provision*

## What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a 'local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.'

## What will it do?

The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group developed questions for schools, and trialled them with a small number of settings.

There are a series of questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are New Horizons Children's Academy's responses to these questions:

**1. How does New Horizons Children's Academy know if children need extra help?**

- Concerns may be raised by Class Teachers or Teaching Assistants
- There may be a lack of progress or progress may stop altogether
- There may be a change in the child's behaviour

- Parents/carers may raise concerns
- The child may not perform well in tests
- A pupil may be frequently asking for extra help
- There may be a change in the child's emotional well-being

**2. What should parents/carers do if they think their child may have Special Educational Needs?**

Initially, make contact with the Class Teacher regarding your concerns. Parents/carers can also make contact with Miss Johnson (SENCo) or Miss Yeomans (SEND Admin Assistant).

**3. How does New Horizons Children's Academy support children with SEND?**

- Class Teachers plan for each child in their class. They will differentiate their teaching in order to meet individual needs. This differentiation may be through extra support in a small group from a Teaching Assistant or through resource or task differentiation.
- Interventions for specific areas of the curriculum will be planned for by the Class Teacher and monitored by the SENCo. Intervention groups will be run by the Class Teacher or the Teaching Assistant. These interventions could be for Maths, English, Handwriting, Fine Motor Skills, etc. Interventions are reviewed each short term (every 6-8 weeks). This allows staff to regularly monitor their impact and ensure that interventions remain appropriate. Interventions are recorded on Insight (online provision mapping software) which highlights the provision available for individual children.
- PSPs have been introduced to record barriers, classroom- level support and adaptations. This year, they will be implemented for every child with an EHCP or receiving SEND Support.
- Pupil Progress Meetings are held each term. Within this meeting, the Class Teacher, the Phase Leader and the Senior Leadership Team meet to discuss the progress of all pupils. Further support and interventions are then planned from these discussions if necessary.
- If it is felt that a child requires extra support from an outside agency, then the SENCo will make a referral to them. These agencies are listed in question 9.
- Once this referral is made, the agency may observe or assess the child and then send a report to the school including recommendations. These recommendations are then shared with the Class Teacher who will arrange for them to be put in place for the child, as appropriate.
- The Governors at New Horizons Children's Academy are responsible for entrusting a named person, Mrs Talbot- Brown, to monitor Safeguarding and Child Protection procedures across the school. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

**4. How will the curriculum be matched to a child's needs?**

- The Class Teacher will use adaptive teaching strategies to enable all children to access the curriculum. This includes direct instruction, scaffolding for tasks, assistive technology, reteaching content that hasn't been fully understood, using flexible groupings and, ultimately, being responsive to how pupils are learning
- Teaching Assistants may work with children in small groups or on a one-to-one basis to focus on specific needs of children.
- Sometimes specialist equipment is provided for children in order to help them access the curriculum, for example pencil grips, putty, writing slopes, move 'n' sit cushions, fiddle toys, overlays.

**5. How will parents/carers know how their child is doing at school?**

- We have two parents' evenings within the year. This is an opportunity to discuss children's progress. Following parents' evening, parents/carers are invited to make an appointment with the SENCo if they feel they would like to discuss any concerns further.
- Parents/carers can informally speak to Class Teachers at the end of the school day, but if they require a longer meeting, they can arrange this with the Class Teacher directly or via the school office. In addition, parents/carers can request a phone call from their child's Class Teacher.
- All parents/carers are provided with a login for Arbor – an online communication platform between home and school.
- Children in the EYFS are given a contact book at the beginning of the school year. This can be used to exchange messages between home and school.
- Parents/carers of children in Year 1 – 6 use Arbor(an online communication platform) to exchange messages between home and school. Seesaw is also used for teachers to set and for children to complete home learning.
- SEND Support Agreements (SENSAs) are reviewed with children and parents/carers three times a year. These include targets set by the Class Teacher in consultation with the SENCo.
- Reports are sent out once a year detailing children's attainment as well as next steps.

**6. How does New Horizons Children's Academy help parents/carers to support their child's learning?**

- Your child's Class Teacher may suggest ways of supporting your child's learning through Seesaw or at meetings or parents' evenings.
- Miss Johnson, the SENCo, may meet with you to discuss how to support your child's learning at home or discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.
- The SEND Support Agreement also details a child's targets and the strategies being used in school. Once shared with parents/carers, a copy of this is available for parents/carers.

**7. What support will there be for my child's overall well-being?**

The school offers a variety of support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the Class Teacher, Teaching Assistant, Home School Support Worker and SENCo are available for pupils who wish to discuss issues and concerns.
- A full time Emotional Literacy Support Assistant works with a range of pupils to support them specifically with emotional difficulties.
- A whole-school approach to the Zones of Regulation to support emotional regulation
- Social Skills groups are run for specific groups of pupils, where appropriate.
- A 'worry board' has a section for children to write and post concerns. The Home School Support Worker acts on these by talking with the pupil and addressing any concerns raised.
- The Early Help Assessment (EHA) is used to support the wellbeing of a child and their family, the child is invited to attend if appropriate. The assessment and follow up meetings are normally led by the Home School Support Worker.
- Where necessary, parents/carers are invited to Attendance Review meetings with the Attendance Advisory Practitioner (AAP) to improve attendance.
- We offer all pupils equal opportunities regardless of age, gender, ethnicity, ability or background. To achieve this, we provide support for individual needs to ensure that all pupils meet their potential. We recognise the range of needs and value the wide diversity and culture of each child. We do not tolerate discrimination of any kind, see Anti-Bullying Policy: https://www.newhorizonschildrensacademy.org.uk/site-newhorizons/assets/files/1364/anti-bullying_policy_2026-2027.pdf

**8. What support will there be if my child has medical needs?**

- If a pupil has medical needs, a detailed Health Care Plan is compiled by the SEND Admin Assistant (overseen by the SENCo) in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and displayed around the school (with parents/carers consent) so that all staff are aware of what action needs to be taken in an emergency.
- Health Care Plans are reviewed each year or more frequently if needed.
- The school nurse will come in to talk to parents/carers or children as necessary and with the parents'/carers' agreement.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but a form is in place to ensure the safety of both the child and the member of staff.
- Staff are EPIPEN trained on an annual basis and where necessary, staff are trained in Diabetes management.
- Key staff are First Aid and Paediatric First Aid trained.

**9. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Attendance Advisory Practitioner
- Fortis Trust Outreach Service
- Dane Court Outreach Team
- Educational Psychology Service
- Greenvale Outreach Team
- Inclusion Team at Medway Council
- Marlborough Outreach Team
- Medway Community Healthcare
- NELFT (North East London NHS Foundation Trust)
- Occupational Therapy
- PASS (Physical and Sensory Service) to support pupils with hearing/visual impairment
- School Nurse
- SEND Team at Medway Council
- Social Services
- Speech and Language Therapy
- Triple P parenting support
- Triple R

**10. What training have the staff supporting children and young people with SEND had or are having?**

Over the last two years, we have delivered/arranged targeted additional training as follows:

- Adverse Childhood Experiences – Understanding Trauma
- Anaphylaxis awareness
- Art Mark
- ASD
- Behaviour
- Challenge and Escalation
- Child Sex Exploitation
- Critical Thinking
- Diabetes
- DSL
- Dyslexia
- EBSA training
- ELSA
- EYFS Moderation
- First Aid
- GDPR
- KS2 Writing
- KS2 Writing Assessment
- Leading for Impact
- Little Wandle Letters and Sounds
- Low Stakes Quizzes
- MARAC
- Maths
- Medway Domestic Abuse
- Operation Encompass
- Paediatric Frist Aid
- Phonics
- Planning
- Positive Handling
- Prevent
- Radicalisation and Extremism
- Reading
- Recognising Risks – Keeping Children Safe Online
- Relationships and Sex Education
- Safer Recruitment

- School Council E-Safety Ambassador
- SEND – Areas of need
- Sensory processing
- Sexually at Risk of Exploitation Toolkit
- Signs of Safety
- Signing
- Speech and Language
- Subject Leadership
- Team Teach
- Think Ahead
- Thinking Academically
- Thinking Globally
- Trauma Informed Practice
- Vocabulary
- Zones of Regulation

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of one-to-one support is required, a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- Some after school clubs are available to all ages and others are specific to year groups. If they are oversubscribed names are pulled out of a hat.
- Breakfast Club runs from 7:30am with a selection of breakfast choices available at a cost of £2.50.
- Stay and Play runs 3:00pm to 6:00 pm. Stay and Play necessitates an additional charge and pre-booking; please contact the school office.

**12. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Easy accessibility for wheelchairs in and out of the building with flat paved access.
- Two toilets adapted for disabled users upstairs.
- Four toilets adapted for disabled users spaced throughout the building and reception area downstairs.
- Wide doors and corridors throughout the building.
- A lift from the ground floor to the first floor.
- A medical room with an adjustable height bed
- Shower room with disabled access.
- Disabled parking spaces.
- Visual timetables are displayed in all class rooms.
- We have staff who speak a variety of languages and parents/carers who are willing to act as support/translators for parents/carers whose first language is not English.
- An EAL Coordinator.

**13. How will the school prepare and support my child when joining New Horizons Children's Academy or transferring to a new school?**

New Horizons Children's Academy

New Horizons Children's Academy understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Phone conversations between the previous or receiving schools prior to the pupil joining/leaving. These phone conversations are shared with Class Teachers to ensure that they are aware of the needs of any new pupil.
- Where a pupil may have more specialised needs, a separate meeting can be set up with Miss Johnson, the previous school's SENCo and the parents/carers.
- Miss Johnson is always willing to meet parents/carers prior to their child joining the school or after they have started.
- All pupils attend at least one transition session where they spend some time with their new class and teacher.
- Additional visits are also arranged for pupils who need extra time in their new school
- Our Parent, Teachers and Friends Association (PTFA) always welcomes new members.

**Children joining the Foundation Stage (FS)**

- There is a meeting for new parents/carers in the Summer Term (Term 6) for all children who will be joining the Foundation Stage in September.
- Transition events for children take place in the Summer Term.
- Children are visited at their current setting by a member of the Foundation Stage team before joining.
- In school meetings or home visits are arranged before the children start in the Nursery Class.

**Children joining at other times**

- Children who join New Horizons Children's Academy at a later date are given a tour of the school or a phone call (depending on their preference) by a member of the senior leadership team and the provision on offer is explained.
- Paperwork related to any additional needs is requested from the previous school and this is read by the SENCo and, where relevant, shared with the Class Teacher and Teaching Assistant.
- Previous schools are contacted, if necessary, to discuss any concerns and information is shared.

**Transition to a new class each academic year**

- Transition to a new class within New Horizons Children's Academy is facilitated by several sessions to meet new class teachers and get used to a new class environment.
- Pupils who may find this more difficult are given additional support where needed.

**Children leaving New Horizons Children's Academy to join other schools**

- Where notice is given, the SENCo can liaise with the new school to pass on information.
- All paperwork is sent to the new school as soon as possible.

**14. How are the school's resources allocated and matched to children's special educational needs and disabilities?**

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Resources are requested and ordered as necessary to support pupils' learning.
- Insight (online provision mapping software) is used to track spending on each pupil.
- Pupil premium payments are used to support these pupils' learning, development and wellbeing.
- The governing body is kept informed of funding decisions.
- Resources may include deployment of staff depending on individual circumstances.
- The additional provision may be allocated after discussion with the Class Teacher at Pupil Progress Meetings or if a concern has been raised at another time during the year.
- If any concerns are raised after assessments are undertaken, then further support or resources may be allocated to your child.

**15. How is the decision made about how much support my child will receive?**

- When children join the school, support is allocated on the information provided by the feeder school. Class Teachers will allocate teaching assistants to deliver interventions or support in class to individuals or small groups of children.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Decisions are made in consultation with the class teacher and Inclusion Team
- Decisions are based upon tracking of pupil progress and as a result of assessments by outside agencies.
- Pupils may be discussed at an In School Review (ISR) three times a year where the staff, the SENCo and the Educational Psychologist attached to the school meet to try to provide solutions to problems not solved by Quality First Teaching.
- Parents/carers can request to see an outline of the support their child is receiving.

**16. How will my child be involved in discussions about and planning for their education?**

Pupils are at the centre of all decisions made by staff. Pupils are involved in decisions about their education in the following ways:

- Everyday interactions between pupils and staff
- All SEND pupils contribute to their SEND Support Agreement
- Pupils with a School Based Support Plan contribute to this process
- Where appropriate, pupils attend Annual Reviews (those with Education, Health and Care Plans)
- Pupil conferencing takes place frequently throughout the year

**17. How will I be involved in discussions about and planning for my child's education?**

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the Class Teacher

- Discussions at Parents' Evenings
- Discussions with Miss Johnson or professionals from outside agencies
- Contact can be arranged with the SENCo or Home School Support Worker
- Parents/carers are also encouraged to attend a meeting and contribute to the review of their child's SEND Support Agreement

**18. How does New Horizons Children's Academy evaluate the effectiveness of provision for pupils with SEND?**

- Discussions with pupils with SEND
- Discussions with parents/carers of pupils with SEND
- Monitoring of progress of pupils with SEND
- Pupil and parent view sections on SEND Support Agreements
- Monitoring of interventions/provisions in place for pupils with SEND
- Pupil, parent/carer and professionals' views sought during Annual Reviews of Education, Health and Care Plans
- Classroom observations
- Monitoring of staff in relation to meeting the SEND Code of Practice
- Learning Walks including a focus on pupils with SEND

**19. Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following via the school office on 0333 360 2115.

- Your child's Class Teacher
- Your child's Year group Leader
- Miss Johnson – SENCo
- Miss Yeomans – SEND Admin assistant
- Mr Lewis – Assistant Headteacher
- Miss Xavier-Cope – Assistant Headteacher
- Miss Hales – Assistant Headteacher
- Mrs Bacon – Deputy Headteacher
- Mrs Jones – Executive Headteacher

**Admission arrangements for pupils with SEN or disabilities**

New Horizons Children's Academy follows Medway Council's guidance regarding admissions for pupils with SEN or disabilities. This means that if a child has an EHCP, they will not go through the main admissions process and will discuss decisions with the SEN Team at Medway Council. If a pupil has a medical, health condition or disability, parents/carers will need to provide Medway Council with details of the diagnosis and a supporting letter from the GP or consultant which demonstrates a specific link between their child's needs and how our school can meet these needs. If the number of preferences for our school is more than the number of spaces available, places will be allocated in the following priority order:

1. Children in public care/ looked after children / previously looked after children
2. Sibling
3. Denominational preference

4. Medical, health and special access reasons
5. Children of teaching staff
6. Nearness of children's home and ease of access to the school

**Admission arrangement for pupils with disabilities**

Some children may have a disability within the meaning of the Equality Act 2010. It is unlawful for a school to treat a disabled child less favourably than a non-disabled child, without justification.

A disability is defined as a physical or mental impairment that has a substantial and long term adverse effect on the person's ability to carry out day to day activities.

There will be some children who have an Education Health and Care Plan (EHCP) who do not fit this definition but, equally, there will be children who do not have an EHCP who are considered to have a disability.

When considering the admission of a pupil with a disability, meetings will be held with the parent/carer and child, where appropriate, to ascertain reasonable adjustments that need to be made and whether the school can meet the needs of the pupil. A decision regarding the admission of the pupil will be made based on these discussions.

**Relevant school policies underpinning the SEND Information Report**

- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- English as an Additional Language Policy
- Equality Policy
- Special Educational Needs and Disabilities Policy

**Legislative Acts taken into account compiling the SEND Information Report**

- SEND Code of practice 2015
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

In preparing this report we have considered all relevant stakeholders within the academy.

***We hope that these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.***

**Date of next review:** January 2027