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# SEND Information Report 2025-2026



# Special Educational Needs and Disabilities

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# Our Vision

At New Horizons Primary School, we believe that children should enjoy and access learning of the whole school curriculum alongside their peers.

Children's barriers to learning will be identified and reviewed as they progress through our school.

Provision and strategies are planned during co-produced termly learning meetings.

All teachers are teachers of SEND and will implement the strategies from their pupils' learning plan and differentiate their lesson plans for the child to thrive, progress and make the most of their learning opportunities, in line with the TSAT value of Be Your Best Self.

All adults to use appropriate strategies, for example, scaffolding tasks, encouraging use of supporting resources and using adaptive teaching methods to support pupils to become independent learners.

# Our Key Principles:

- The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought at all stages.
- Parents /carers are key partners in the assessment, planning, implementation and review of the children's needs.
- The participation of pupils in their own assessment, progress and contribution to strategies to overcome barriers is integral to the process of inclusion.
- All children are entitled to access a broad, balanced and relevant curriculum, which includes the National Curriculum.
- The needs of pupils will be assessed and reviewed regularly in consultation with the parent and child.
- Provision will be suitably differentiated to meet individual and diverse needs to enable all children to reach their full potential.
- All those working with children with special educational needs and disabilities will be trained and supported.

Adults liaising and communicating effectively in order that pupils have maximum opportunity to learn both with peers and independently. We will see this through:

- High quality interactions with peers and adults within the classroom environment (unless for a specified purpose)
- All pupils being able to learn independently by giving the least amount of help first
- Teaching assistant roles reflecting the evolving needs of pupil

# Definitions:

SEND provision is additional to or different from that made generally for others of the same age. It may be additional support from within a setting or require involvement of specialist staff or support services.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for the management of provision and support for children with SEND and the coaching and support of all school staff to enable them to provide appropriate assessment and focused provision for children with SEND

*'All teachers are teachers of pupils with SEN.'*

SEND Code of Practice 2014

All teachers are teachers of pupils with SEND and will provide quality first teaching which takes account of the particular individual needs of children with SEND in their class.

# Meet the Team

- Mrs Katie Kithakye is our SENDCo
- Miss Julie King is our Mental Health Lead
- Miss Maria Farrow and Mrs Donna Crayden are our Emotional Literacy Support Assistants (ELSA)
- Mrs Kerry McGill is our Speech and Language Assistant (SILSA)





The SEND Code of Practice 0-25 (June 2014) states that there are four main areas of Special Educational Needs and Disabilities:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

# Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

- Attention / Interaction skills
- Understanding / Receptive Language
- Speech / Expressive Language





# Cognition and Learning

Children may have difficulties with the skills needed for effective learning such as use of:

- \*memory and reasoning skills
- sequencing and organisational skills
- an understanding of number
- problem solving and concept development skills
- fine and gross motor skills
- independent learning skills
- exercising choice and decision making
- information processing
- global delay
- Children may have an emerging specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Children may have difficulties with social and emotional development which may lead to or stem from:

- social isolation
- behaviour difficulties
- attention difficulties (ADHD)
- anxiety and depression
- attachment disorders
- low self esteem
- issues with self-image

# Sensory and Physical Needs

Children may have medical or genetic conditions that lead to difficulties with:

- gross / fine motor skills
- visual / hearing impairment
- accessing the curriculum without adaptation
- physically accessing the building(s) or equipment.
- over sensitivity to noise / smells / light / touch / taste
- toileting / self-care

# Waves of Intervention



Wave 1: Inclusive, quality first teaching



Wave 2: Small group support



Wave 3: Focused programmes of support for individual children

# Interventions: Wave 1

- Access to a varied and stimulating curriculum with a variety of teaching and learning styles
- Visual and practical learning
- Remove all potential barriers for all pupils while also providing support for pupils during learning activities.
- Use of technology
- Consideration of differing cultures and beliefs
- Small guided groups
- Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving



# Interventions: Wave 2 and 3

## Wave 2-

- Phonics groups
- Reading intervention programmes
- Maths intervention programmes
- Solent Therapies Clever Bodies
- Solent Therapies Clever Hands
- Handwriting groups
- SENDCo observation / assessment

## Wave 3-

- Individual Learning Plan Targets
- TEACCH



## COMMUNICATION AND INTERACTION

## WHOLE SCHOOL APPROACH (QUALITY FIRST TEACHING)

## TARGETED SUPPORT FOR INDIVIDUALS OR SMALL GROUPS

## SPECIALISED INTERVENTION FOR THOSE WITH ADDITIONAL NEEDS

### Wave 1 intervention

### Wave 2 intervention

### Wave 3 intervention

Speech, language and  
Communication

Autistic Spectrum  
Conditions

As above +

- Attention to grouping/positioning of the children to ensure positive outcomes
- Drama / Role play
- Outside theatre groups / shows and workshops
- Outdoor learning activities
- Clear verbal instructions / explanations which can be simplified along with visual or concrete support
- Visual timetables
- Access to a safe space
- Referral to the Portsmouth Ordinarily Available Provision Document, 2022

Speech and Language  
Programme via Solent Therapies pack

- Additional Speaking and Listening groups
- PECS / Symbols
- Social skills groups
- Social stories
- One to one time to talk with an adult in school
- Nurture group sessions
- Referral to Parent Partnership
- SENDCo observation / assessment
- Parent discussion with SENDCo
- Referral to the Portsmouth Ordinarily Available Provision Document, 2022

Referral to a Speech and  
Language Therapist (SALT)  
Springboard or NHS

- Individualised SALT programme directed by Springboard Therapists or NHS
- Application for an Education Health and Care Plan if needed
- SENDCo assessments and monitoring to ensure appropriate intervention and access to learning
- Referral to the Portsmouth Ordinarily Available Provision Document, 2022

## Wave 1 intervention

## Wave 2 intervention

## Wave 3 intervention

Specific learning needs

As above +

Moderate learning needs

- A group plan to address specific areas of need in reading, writing or maths
- Additional guided group work with teacher or TA
- Pre teach sessions with a teacher or TA
- Additional time given for some activities
- Regular additional support from an adult to support the child's thinking about how to approach a task or activity
- Use of adaptive teaching approaches according to needs
- Attention to grouping/positioning of the children to ensure positive outcomes
- Hands on learning
- Good use of visual and practical learning
- Remove all potential barriers for all pupils while also providing support for pupils during learning activities.
- Appropriate quality resources
- Positive learning environment
- A curriculum delivered appropriate to level of ability and understanding
- Access to a full and broad curriculum
- Consideration of home, cultural, language and heritage
- Promotion of a positive attitude towards learning and behaviour
- Referral to the Portsmouth Ordinarily Available Provision Document, 2022

Severe learning difficulties

Learning Plan targets reviewed on a regular basis

- Support from a teaching assistant as part of a small group
- Regular additional reading sessions in school
- SENDCo observation/assessment
- Parent discussion with SENDCo
- Referral to the Portsmouth Ordinarily Available Provision Document, 2022

Activities broken down into smaller steps and presented visually for children to work through at their own pace

- SENDCo assessments and monitoring to ensure appropriate intervention and access to learning
- Referral to the Speech and Language Therapist (SALT)
- Work with SILSA
- Access to a Specialist Teacher Advisor
- Access to an Educational Psychologist
- Application for an Education Health and Care Plan if needed
- Access to specialist support through the Inclusion Outreach Service
- Refer to the Portsmouth Ordinarily Available Provision Document, 2022

## SENSORY AND PHYSICAL

## WHOLE SCHOOL APPROACH (QUALITY FIRST TEACHING)

## TARGETED SUPPORT FOR INDIVIDUALS OR SMALL GROUPS

## SPECIALISED INTERVENTION FOR THOSE WITH ADDITIONAL NEEDS

### Wave 1 intervention

### Wave 2 intervention

### Wave 3 intervention

Hearing impairment

Visual impairment

Multi-sensory impairment

Physical needs

Medical needs

- As above +
- Additional guided group work with teacher or TA
  - **Access to sensory spaces & Sensory Circuits**
  - Pre teach sessions with a teacher or TA
  - Additional time given for some activities
  - Regular additional support from an adult to support the child's thinking about how to approach a task or activity
  - Hands on learning
  - Attention to grouping/positioning of the children to ensure positive outcomes
  - Lessons adapted in order to include both sensory and physical needs
  - A fully inclusive and adapted class / curriculum approach designed to meet individual needs
  - Audit of environment to consider adaptations
  - Modification of organisation, routine and environment
  - Referral to the Portsmouth OAP Document, 2022

- Individual targets reviewed on a regular basis
- Hand gym
  - Handwriting interventions
  - Extra 1:1 / small group activities
  - Targeted small group / individual intervention to address specific needs such as: self help skills, touch typing and independence
  - Adapted resources
  - Physical aids where necessary or where advised by specialists
  - Parent discussion with SENDCo
  - School advice / support
  - Referral to the Portsmouth Ordinarily Available Provision Document, 2022

- Access and liaison with Occupational Therapist, Physiotherapist
- Work and training using specific aids
- Access / Liaison with Specialist Teacher Advisors ( STA) for Hearing impairment and Visual impairment
- SENDCo assessments and monitoring to ensure appropriate intervention and access to learning
- Adult support as required
- Work on targets set by external professionals
- Learning Plan targets as needed
- Additional support and access to appropriate computing interventions needed
- Referral to NHS Speech and Language Therapist
- Changes to the environment may be adapted on the advice of a physio, occupational therapist or habilitation specialist
- Support to develop independence/mobility.
- Application for an education Health and Care plan if needed
- Referral to the Portsmouth Ordinarily Available Provision Document, 2022

## SOCIAL, EMOTIONAL AND MENTAL HEALTH

## WHOLE SCHOOL APPROACH (QUALITY FIRST TEACHING)

## TARGETED SUPPORT FOR INDIVIDUALS OR SMALL GROUPS

## SPECIALISED INTERVENTION FOR THOSE WITH ADDITIONAL NEEDS

### Wave 1 intervention

### Wave 2 intervention

### Wave 3 intervention

Moderate Learning Needs

Severe Learning Difficulties

As above +  
All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding.

- Access to Sensory Spaces
- Access to ELSA support
- Small group activities to address needs
- Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children
- Continuity of care and minimal disruption of routines during a crisis
- Referral to the Portsmouth Ordinarily Available Provision Document, 2022

- Regular emotional literacy support / groups or 1:1 as needed
- Access to Counselling
- Behaviour Support Charts
- An individual behaviour plan
- Time out in a safe space
- Parent discussion with SENDCo
- Referral to Mental Health Support Team
- Referral to the Portsmouth Ordinarily Available Provision Document, 2022

- Referral to ND Team or CAMHS (Child and Adolescent mental Health Services)
- Support from MABS (Multi Agency Behaviour Support)
- SENDCo assessments and monitoring to ensure appropriate intervention and access to learning
- Application for an Education Health and Care Plan if needed
- Referral to the Portsmouth Ordinarily Available Provision Document, 2022

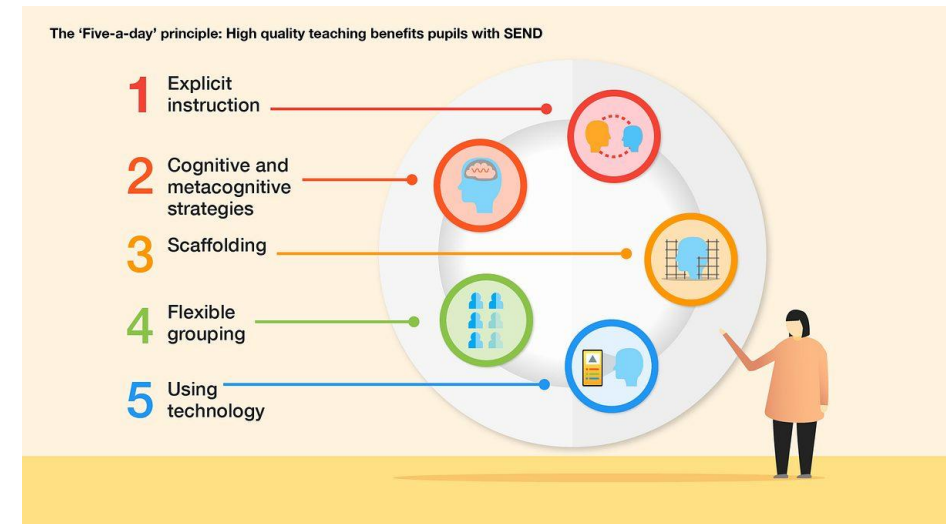


# Adaptations to the Curriculum and the Learning Environment

Quality first teaching is at the heart of our curriculum. Teaching in class will be at the heart of driving forward the child's progress. This includes using the 7 principles of highly effective teaching and learning for all children.

For pupils with SEND we make the following adaptations, using the EEF 'Five-a-day principles':

- Explicit Instructions
- Cognitive and Metacognitive Strategies
- Scaffolding:
- Flexible Grouping
- Using technologies



# Outside Agencies

- We work closely with many external agencies to support your child's needs, including:
- Educational Psychologists
- Emotional and Behaviour Support (MABS/Mental Health Support Team & CAMHS
- Health, including: GP, School Nurse, paediatricians, Speech & Language Therapists (SALT), Occupational Therapists (OT), The Sensory Impairment Service
- Social Services
- Inclusion Outreach Service
- Specialist Teacher Advisors and the Sensory Impairment Team
- The SENDCO maintains links with other SENDCOs in the city and the trust through regular attendance at meetings

# Attendance

- The government defines attendance below 90% as 'persistent absence'.
- 90% attendance is the equivalent of being absent from school for one day each fortnight.
- The attendance of every child is monitored on a daily basis and absences are recorded and reported to the Headteacher
- While we appreciate that illness can't be avoided please trust that we will look after your child if they feel under the weather and we will always call you if your child needs to go home.
- We understand the value of family time, however we ask you to appreciate the impact of taking your child out of school for longer periods of time, whatever the time of year, leading to them missing vital learning and causing gaps in learning that they find really hard to make up.
- All parents sign a home school agreement on admission which outlines these expectations

# Useful Contacts

- Portsmouth City Council's Local Offer is a one stop website for up to date information of provision for children with SEND in the city. Here you will also find a summary of Portsmouth's Ordinarily Available Provision.
- ND Team
- Mental Health Support Team
- School Nursing service
- Link to services we'd listed on website

# Frequently Asked Questions

## How will staff at New Horizons Primary School know if my child needs extra help?

Parents or previous educational settings might alert us to your child's additional needs before they start at New Horizons Primary School

Teachers will:

- Measure your child's progress against national and age-related expectations using the National and EYFS Curricula. Assess your child, noting areas where they are making progress and areas where more support is needed.
- Track your child's progress from entry in Reception through to the end of Year Six. Meet regularly with Senior Leaders to discuss your child's progress, current support and further support which can be provided to help them move forward
- Class teachers or the SENDCo may also request information from professionals who have been involved in your child's care such as an Educational Psychologist, Speech and Language Therapist, Specialist Teacher advisor, paediatrician or doctor
- Where a pupil's progress continues to cause concern, despite the provision of intervention support, the teacher and SENDCO will create a SEND Support Plan in consultation with the child and parents/carers. This is reviewed termly, with all involved, with a view to seeking an EHCP (Education and Health and Care Plan)



# Frequently Asked Questions

## What is the SEND Register?

- If a pupil continues to need support to access and progress with the curriculum, the SENDCo will use the Portsmouth Profile of Need to determine whether the child meets the criteria to be placed on the SEND Register. The SEND Register is updated termly and children may be included if they have difficulties in the following areas:
  - Physical Health/Medical
  - Hearing
  - Vision
  - Speech & Language
  - Emotional Development
  - Cognitive Ability
  - Social Development
  - Dispositions & Attitude
  - Specific Learning Difficulties

A Learning Plan will be developed for children on the SEND Register.

# Frequently Asked Questions

## Does my child need an EHCP?

Nationally, 4.8% of pupils qualify for additional support through an EHCP. At NHP, 5.7% of children have an EHCP.

- Where progress continues to be very limited or a child continues to need a high level of support and intervention and there is considered to be a long-term or life-long SEND the SENDCO, in conjunction with the parent may decide to apply for an Education, Health and Care (EHC) plan.
- The SENDCO will use the Portsmouth Profile of Need to determine whether the child meets the criteria to apply for an EHCP. The SENDCO will then contact the Local Authority, who will make the final decision, including the level of provision that should be provided as a result of the plan.
- If successful, the EHC plan will outline the child's individual needs and be reviewed annually with all professionals and adults involved with that child, including parents, to target set for the following year. The EHC plan can follow them throughout their education up to the age of 25.

More information can be found here; [Home < Portsmouth Local Offer](#)

# Frequently Asked Questions

## How do I get an ND profile/diagnosis for my child?

- Parents who have concerns over their child's neurodiversity should first speak with their child's teacher. If the ND needs are seen both at home and at school, and have been evident over a number of years, we are able to work with the ND team to complete an ND profile.
- The ND profile enables us to pin-point the specific areas where your child needs support.
- Should you wish to access additional support or a diagnosis for your child, we can ask the ND team to consider taking your child forward for assessment.
- Waiting times are currently at least two years.
- More information can be found here (ND team)

## Who do I contact for more information?

- The first point of contact will always be your child's class teacher. The SENDCO is also available if further assistance is needed.

# Frequently Asked Questions

## How do I access Mental Health support for my child?

Your child's class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they are your first point of contact.

Should your child need extra support, our Mental Health lead will be able to arrange the appropriate next steps for your child.

Additional support for pupils may include:

- A key member of staff to talk to
- Social Skills groups
- Work with an Emotional Literacy Support Assistant (ELSA), either one-to-one or as part of a small group
- Mental Health agencies, including: Mental Health in Schools Support Team, Multi-agency Behaviour Support Service and our Educational Psychology
- Family Support Plans are used to support the wellbeing of a child and their family, the child is invited to attend if appropriate.
- As part of our child-centred ethos, we proactively seek pupils' views at all stages to ensure that they are part of the decision-making process.

For further information on Mental Health support in the city click [here](#).

# Frequently Asked Questions

## How will you prepare and support my child when they first arrive?

- Starting school is one of the biggest adventures your child will ever have and is understandably a worrying time for some families.
- We want to make your child's entry to New Horizons Primary School a happy experience and one that will set them up well for the future.
- We encourage all new entrants to visit our school with their parents in the Summer before they begin with us. Where additional needs have already been identified the SENDCo will make contact with your child's Nursery SENDCo and, where appropriate, go to visit them in their Nursery setting. If necessary, additional visits to our school can be arranged at this stage.
- Home visits are usually carried out early in the Autumn term. This is the ideal time to share any thoughts or concerns you have over your child's transition to school with their class teacher.
- Our SENDCo may make contact with you during our new entrant visits and within your child's first term to further discuss your child's needs and to set agreed goals for your child.
- We all want your child to enjoy coming to New Horizons Primary School and make the most of their time with us.



# Frequently Asked Questions

## How will the staff at New Horizons Primary School support my child?

- The class teacher will oversee, plan and work with each child in their class to help them reach their full potential.
- Your child may also work with a Teaching Assistant either individually or as part of a group. The regularity of these sessions will be explained to you when the support starts.
- The SENDCo will oversee the support and progress of all children requiring additional support across the school
- Our SLT (Senior Leadership Team) undertake regular pupil book & planning scrutiny, and lesson observations. The SLT and subject leaders also conduct pupil interviews to gain insight into pupil views.
- Additional Teaching Assistants may work individually with a child or as part of a group.
- A member of the Governing body, is the SEND governor, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

# Frequently Asked Questions

## How do you decide what type and how much support my child will need?

- The class teacher will oversee and plan work for each child. Class teachers continually assess each child and track progress, noting areas where further support may be needed.
- The class teacher, alongside the SENDCo and SLT will discuss your child's needs and agree support. Your child's needs will be reviewed and discussed with you regularly.

## How will I be kept informed of my child's progress and how best I can help my child?

- We aim to work in partnership with you and keep you informed of your child's progress.
- We value your contribution to our school and your child's education.
- The class teacher will meet with you termly to share your child's educational targets.
- If your child has complex SEND they may have an Education, Health and Care Plan which means that a formal meeting will take place annually to discuss their progress and a report will be written.

# Frequently Asked Questions

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

- All class work is adapted so that each child is able to access the curriculum and make progress.
- High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. For most children, learning needs will be met through high quality and differentiated teaching from the class teacher, within a well-organised and carefully planned learning environment. Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on a one-to-one basis with an adult. Most intervention will happen through personalised strategies within the classroom.

# Frequently Asked Questions

## Will my child have a say in their learning?

- We value your child's opinion and work to support each child so that they are able to express their views on all aspects of school life.
- Your child will be asked to share their opinions on their progress and help to set their new targets with their class teacher.
- If your child has an Education, Health and Care Plan their views will be sought before review meetings and, where appropriate, they will be supported to attend the opening part of their child-centred review meeting.

## How will you support my child's well-being?

We are an inclusive school, we welcome and celebrate diversity and challenge prejudice.

We have a caring, understanding team who are dedicated to looking after your child.

Your child's class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they are your first point of contact.

- Family Support Plans are used to support the wellbeing of a child and their family, the child is invited to attend if appropriate.
- We investigate all reported incidents of possible bullying and peer-on-peer abuse rigorously in line with our safeguarding and anti-bullying policy.
- As part of our child-centred ethos, we proactively seek pupils' views at all stages to ensure that they are part of the decision-making process.

For further information on our behaviour/bullying policy [click here](#)

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For further information on our behaviour/bullying policy; [Behaviour & Relationships policy](#)

# Frequently Asked Questions

## How will you support my child to make the right choices at school?

- We believe in the principles of relational practice and from your child's first days with us we will be helping them learn to manage and express their feelings and emotions.
- If your child finds themselves in a situation where there has been conflict we encourage children to talk about what happened and explain what they were thinking and how they were feeling. Children are then encouraged to think about who was affected by their actions and what they could do to make things right. We are very proud of our children's ability to express their feelings and solve problems successfully.

Our school rules are: Ready, Respectful, Safe.

- Some children find it particularly hard to regulate their feelings and emotions. These children may receive additional support enabling them to express their feelings in one-to-one settings or small groups. These children may have a behaviour support plan to ensure all staff are consistent in their approach to supporting them. Behaviour support plans are written in conjunction with parents and we encourage you to follow the support plans at home as well as in school. We are also able to signpost you to parent support groups and behaviour management programmes to give you the tools to best help your child at home.
- All parents sign a home-school agreement on admission which outlines these expectations.

# Frequently Asked Questions

## How will you support my child's health needs?

- The school has a policy regarding the administration and management of medicines on the school site. Parents need to contact the school office and complete the relevant paperwork if medication is required to ensure a child's good health. On a day-to-day basis the Admin Staff generally oversee the administration of medicines.
- If your child has specific, ongoing healthcare needs such as diabetes, epilepsy or a severe allergy, other adults in the school will also be trained to deliver the necessary medication and an individual care plan will be written with you and where necessary the relevant medical professional e.g. specialist nurse.



# Frequently Asked Questions

## How do you measure the success of interventions?

- All targets set for your child are specific, measurable and achievable within a pre agreed time frame. Staff consider targets to be met when they see your child applying them to their independent learning.
- Teachers meet regularly to discuss and agree whole school standards and to review each child's progress. If your child's progress has not been as expected, teachers will agree interventions that can be put in place to help your child reach their potential.
- All children's targets are set by the teachers and reviewed termly.

## I'm considering sending my child to New Horizons Primary School, who should I contact?

- Please email or phone the main School Office to book a tour

# Frequently Asked Questions

## What training do staff at New Horizons Primary School receive?

- Staff at New Horizons Primary School have regular training and updates regarding provision for children with SEND.
- Recent training has included:
  - Anxiety and Mental Health
  - Autism
  - Early Literacy Skills
  - Emotional Literacy Support
  - English as an Additional Language
  - Restorative Practice
  - Safeguarding
  - TEACCH
  - Zones of Regulation

Our SENDCo and Headteacher hold the National Award for Special Educational Needs Co-ordinators (NASENDCo) and participates in regular professional development, supported by both the Trust and the Local Authority.

# Frequently asked Questions

How are the resources at New Horizons Primary School allocated and matched to children's needs?

- We aim to ensure that all children who have SEND have their needs met to the best of the school's ability.
- Our Teaching Assistants are in part, funded from the SEND budget, and deliver programmes designed to meet the needs of children both in small groups and on a one-to-one basis. TAs also support the within classrooms, enabling teachers to ensure that they spend time teaching children with SEND.
- The budget is allocated on a need basis. The children who have the most complex needs are given the most support

# Frequently asked Questions

How will my child be included in school trips and activities outside of the classroom?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils regardless of any SEND needs, are encouraged to take part in all whole school events, including sports day, sports week and theme days. All learning is tailored to meet the needs of all pupils at their individual starting points. This may include the additional deployment of resources, including staff.
- We work closely with other professions, such as the sensory impairment team, to ensure that our accessibility of the site and whole curriculum.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where reasonable adjustments may be required, we will work in partnership with parents/carers to facilitate attendance.
- For children who need them we produce social stories to prepare them for visits or visitors.
- Admissions are run by the Local Authority and we liaise closely with the SEN team to support the needs of all pupils. We do our best to be an inclusive school and have a lift for those who need it.

# Frequently asked Questions

## How accessible is the school environment?

- The ground floors of our school are accessible to children using a wheelchair or walking frame. The upper floors are accessible using a lift.
- We gain advice from outside agencies, when pupils may need support to move around the school or when additional equipment may be required
- In consultation with parents and the appropriate agencies, we are able to conduct risk assessments, where necessary, for pupils with Special Educational Needs and Disabilities.

## [School Accessibility Plan](#)

# Frequently asked Questions

How will New Horizons Primary School prepare and support my child as they transfer to Secondary school?

- The majority of our children move on to The Portsmouth Academy. We have close ties with this school and a comprehensive transition programme.
- We are able to arrange additional visits for those children who need them, enabling every child to feel confident about moving on to the next stage of their education.
- If your child is moving on to a different school, we are able to arrange visits and a meeting with staff at the new school.
- We care about making your child's transition as smooth as possible and will work closely with you to ensure the best experience for everybody.

# Frequently asked Questions

What should I do if I feel the content of the SEND Information Report is not being delivered or is not meeting my child's needs?

- You can ask for an appointment to the SENDCo or a member of SLT to discuss your concerns.
- You can then contact the Chair of Governors, Parent Partnership or the SEN team at Portsmouth City Council.
- Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
  - Exclusions
  - Provision of education and associated services
  - Making reasonable adjustments, including the provision of auxiliary aids and services;

TSAT complaints procedure



# How is the SEND Information Report reviewed?

- This report will be reviewed annually to reflect the changing needs of the children within our school. We will seek the opinions of parents of children with SEND and welcome contributions from parents on behalf of their children, staff and governors.
- If you are prepared to be involved in the review process we would be very grateful if you speak to your child's teacher and offer your help.

Date: 13/10/2025

Review: 13/10/2026