



Nine Acres Community Primary School

SEND INFORMATION REPORT OCTOBER 2025

Nine Acres Primary School
South View
Newport
Isle of Wight
PO30 1QP
01983 522984
office@nineacrespri.co.uk

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What is the SEND Information Report?

The school SEND Information Report has been created to ensure that all parents and carers are able to find out about all the services, opportunities and access for children and young people with special educational needs and disabilities in their school. This means if your child needs to receive extra help with any aspect of their learning, you can find out what the school is able to offer through the website or you can ask for a copy at the school office.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

- Those children and young people with Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
- Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has an Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

<https://www.iow.gov.uk/schools-and-education/school-admissions/>

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

What are Special Educational Needs and Disabilities (SEND) classed as?

The Children and Families Act 2014 defines when a child or young person has special educational needs (SEN). This is when they have either a learning difficulty or a disability and they need special educational provision made for them.

How does Nine Acres Primary School know if children need extra help and what should I do if I think my child has special educational needs?

As a school, we measure children's progress in learning against their individual starting points and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of different methods. If your child has additional needs these could be identified through:

- Feedback from teachers and Learning Support Assistants. This could be changes in the child's behaviour or in their learning over time.
- Meeting with parents
- Use of assessments
- Careful tracking of data
- Information from previous educational settings
- Medical and or health diagnoses through doctors, hospitals

If you have concerns about your child:

- Speak to their class teacher in the first instance
- Meet with the SENCO (Miss Paddon) and/ or Inclusion Team
- Meet with the Head teacher (Miss McDonald)

What type of Special Educational Needs might my child have?

There are four main areas that cover Special Educational Needs. The school can meet the needs of all four categories of identified need. These are outlined in the 'SEN Code of Practice' (2015). These areas and their meanings are as follows:

1. Communication and Interaction

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

Attention/Interaction Skills:

- May have difficulties ignoring distractions and need reminders from adults to stay focused
- May need prompting to stay focused on tasks and may need personalised motivations (target cards, reward charts, etc) in order to complete activities
- May have challenges in attending whole class sessions and interactions with children and adults might not always be appropriate especially with peers
- May not be able to start or maintain a conversation

Understanding language (also called Receptive Language)

- Might require visual support to understand or process spoken language
- May need augmented communication systems such as British Sign Language -BSL, Picture Exchange Communication System – (PECS) and Makaton
- Frequent misunderstandings and therefore as a result, repetition of language and some basic language needs to be used to help their understanding

Spoken language (also called Expressive Language)

- Might use simple language and limited vocabulary. Ideas and conversations may be difficult to follow and might mean that the adult asks for further explanation
- Some immaturities in speech sound system
- Grammar and phonological awareness still fairly poor which can then create difficulties in literacy

2. Cognition and Learning

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

- Language, memory and reasoning skills
- Sequencing and organisational skills
- Understanding number
- Problem solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice

- Decision making
- Information processing

Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia or dysgraphia

3. Social, Emotional and Mental Health

Children might have difficulties with their social and emotional wellbeing or their mental health. This may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issue with self-image
- Post-Traumatic Stress Related Disorders/Difficulties
- Developmental Trauma
- Low mood
- Loss and bereavement
- Difficulties with sleep/diet
- Self-harming behaviours

4. Sensory and/ or Physical

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building or equipment
- Over sensitivity to noise/smells/light/touch/taste
- Sensory Processing Difficulties
- Toileting and self-care

How will Nine Acres Primary School staff support my child?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made using the Plan, Do, Review model. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. Miss Paddon (SENCO) will closely monitor all provision and progress of any child requiring additional support across the school. Support will depend on the identified level of need, but could include:

- Adapted teaching
- Specific Interventions for literacy, numeracy, social skills, motor skills etc.
- Practical provisions such as: writing slope, overlays, dyslexic friendly font
- We will liaise with relevant external professionals, such as; OT(Occupational Therapy), SALT (Speech and Language Therapy), Ed. Psych (Educational Psychologist), Specialist Education Services.
- Liaison between class teacher/ Parents/ Child/ SENCO/ Head teacher



What are the different types of support available for children with SEND at Nine Acres?

Types of support provided	What would this mean for your child?	Who can get this kind of support?
Quality first teaching	Your child will have their learning needs met through quality first teaching, using adapted methods and materials that are aimed at your child's individual level that enable your child to make progress.	All children
Small group adult support	Any child that is identified through daily teaching assessment that needs additional adult support will have access to a learning support assistant/ teacher for part or all of an activity/lesson.	All children needing additional adult support
Interventions	Any child who is highlighted as falling behind during our pupil progress reviews can be put forward for intervention. This decision will be made by the class teacher/ SENCO or Head Teacher. Interventions include: • Pre-teaching and over learning	Any child who is highlighted as falling behind/ needing to make rapid progress.

	• Lego Therapy • Booster sessions • Language Links • Motor skills support	
Social, Emotional and Mental Health * Behavioural Needs * Mental Health Needs * Emotional Health and Wellbeing	We offer support for children's emotional wellbeing and mental health through interventions in school or by referral to outside agencies. Children who need this support will be discussed with the parents, SENCO, the Head Teacher, Child and Family Support Worker and the class teacher. Support available includes: • ELSA Support • School Nurse • Family Liaison Worker • CAF (Common Assessment framework) • After School Clubs • Communication and interaction groups • Social skills groups • Referrals to MHST • Referrals to agencies	Any child who has been highlighted as having an emotional, social or mental health need. Children at School Support Children with EHCPs
Sensory and Physical Needs * Hearing/ Visual Impairment * Multi-sensory impairment * Physical and Medical Needs	• Motor skills support • Access to programmes to support Occupational Therapy/ Physiotherapy/ Hearing Impairment • Advice and guidance is sort and acted upon to meet the needs of pupils who have significant medical needs.	Any child who has been highlighted as having a physical need. Children at School Support Children with EHCPs Any child with a diagnosis of ASD. Any child with diagnosed medical conditions.

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

All work within class is adapted at an appropriate level so that all children are able to access according to their specific needs. Staff know the national expectations and the progress of individual pupils so can plan lessons accordingly. Sometimes pupils will be taught in ability groups rather than single age groups to ensure that they make maximum progress. The school will make all reasonable adjustments to the learning environment and equipment to cater for pupils with physical needs.

How will I know how my child is doing and how will Nine Acres Primary School help me to support my child's learning?

The class teacher will meet with parents at least twice a year (Parents Meetings) to discuss your child's needs, support and progress. For further information, Miss Paddon is available to discuss support in more detail. You are welcome any time to make an appointment to meet with either the class teacher or Miss Paddon and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

You will also receive:

- Annual reports
- Invitations to subject guidance sessions, such as phonics, reading etc.
- Half termly Knowledge Organisers

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child has complex SEND, they may have an Education, Health and Care Plan (EHCP) which means that a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written. This typically happens once a year, but can also be done at an interim review if changes to circumstances occur or concerns arise.

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

We are an inclusive school, with high expectations of pupils and staff who welcome and celebrate diversity. All staff believe that having self-esteem and good mental health is vitally important to a child's well-being. The class teacher has overall responsibility for the pastoral, medical

and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENDCO or the FLO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and/or the Regulation and Education Support Team (REST).

We offer support for children's emotional wellbeing and mental health through interventions in school or by referral to outside agencies. If your child needs this support, it will first be discussed and agreed by the parents.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the relationship that is built between the adults in the class and their pupils, who they communicate with on a daily basis. We also seek the voice of pupils through the School Leadership Team which has an open forum for any issues or viewpoints to be raised. Children are also supported to develop their voice and opinions through the weekly class debates. Children may also be given the opportunity to express their views and feelings through interventions such as ELSA (Emotional Literacy Support Assistance). If your child has an EHC Plan, then their views will also be obtained before any meetings. If a child is Looked After (LAC), their views will be sought prior to PEP meetings and LAC reviews.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a positive approach to all types of behaviour with a clear behaviour policy that is followed by all staff and pupils. If a child has behavioural difficulties, a Risk Assessment and Behaviour Support Plan will be written alongside the child and parents to identify the specific issues and put relevant support in place.

After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the Attendance Officer, Miss Colenutt. Lateness and absence are recorded and reported to the Head teacher. Good attendance is actively encouraged throughout the school and rewarded.

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

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- School Nurse Service
- CAMHS (Child and Adult Mental Health)
- MHSTs (Mental Health Support Team)
- Paediatricians
- OT (Occupational Therapist),
- Speech & Language Therapy service
- Childrens Social Care.
- Specialist Teacher Advisory Team
- Regulation and Education Support Team (REST)

Should your child require any form of involvement with an outside agency, then the school would immediately inform you and obtain permission from parents or carers to pursue any kind of professional intervention. We are able to support children and families through referrals to:

- Youth Trust
- Barnardos
- Kissy Puppy
- Young Carers
- Paragon
- Love Matters

What training are staff supporting pupils with SEN/D had or are having?

As a staff, we have regular training and updates on a variety of special educational needs, medication use and interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly. We also receive regular training in safeguarding, behaviour management and online safety.

We also have two fully trained ELSA's (Emotional Literacy Support Assistants) who receive regular support from the Educational Psychologist. All of our current LSAs have had training in delivering reading, spelling/ phonics and maths. New LSAs have a full induction programme to ensure that they are also able to support the pupils as quickly and effectively as they can. The SENCO has Qualified Teacher Status and is experienced in this role.

How will my child be included in activities outside the classroom?

We consult with Parents/Carers to try to ensure maximum participation in activities that could be limited by SEN/D (Special Educational Need/Disability) e.g. sourcing an adapted bicycle to participate in cycling sessions, sourcing an off road wheelchair to access the beach on an educational visit. We offer a range of after school clubs, open to all pupils such as:

- Sports clubs
- Art and craft clubs
- Makaton Club
- Gardening Club

Physiotherapy exercises can be integrated into PE lessons, where appropriate.

How accessible is the school environment?

The school building is on the ground floor and is fully accessible. The school has 1 disabled access toilet. All children are able to access trips and after school clubs through additional support or resources.

For further information, please look at the school's accessibility plan, which is available on the school's website.

How will Nine Acres Primary School prepare my child to join the school/ transfer to High School at the end of Year 6?

We encourage all new children to visit the school prior to starting where they will be shown around the school and any concerns can be addressed. For children with SEND we can arrange additional visits to assist with the acclimatisation of the new surroundings as required.

We have close links with our feeder pre-schools, nurseries and child care providers. EYFS staff will visit the all pre-schools before transition starts to meet the children. Induction programme is in place to support the children and their families.

In school transition between year groups is supported through 3 weeks of transition starting at the beginning of July. This allows children time to settle into their new year group and new class before the start of the summer holidays.

We have good pastoral links with all feeder Secondary Schools and we liaise closely with staff when transferring children to different schools ensuring all relevant paperwork is shared and all needs are discussed and understood. We arrange bespoke transition packages for individual pupils and Transition Partnership Agreements are used to support the most vulnerable where needed.

How are the school's resources allocated and matched to pupil's special educational needs?

We ensure that all children's needs are met to the best of the school's ability with the funds available. All resources are allocated on the basis of need. To support this:

- Data is analysed termly and actions are taken where pupils are not making expected progress.
- Staff regularly liaise with SENCO and Head teacher to address issues, and where necessary put in place additional support or interventions.
- The budget is closely monitored and aligned to the School Development Plan.
- To ensure value for money, interventions are evaluated and monitored to ensure their effectiveness.

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

Decisions are based on a level of individual need in terms of both pastoral and academic support. There is close liaison between Head teacher, SENCO, Class Teacher, family and pupil to identify suitable provision. All interventions are monitored for impact and the expected outcomes are clear from the start.

Specialist external support will be decided by the relevant service and monitored by them, often through school visits and liaison with Parents/Carers.

How are Parents/ Carers involved with the school? How can I get involved?

Nine Acres Primary is a welcoming school at the heart of its community. We value parental involvement in supporting their child's academic progress and being part of our school family.

There are a number of ways to be involved with the school such as:

- Helping your child with their homework
- Reading at least 3 times a week
- Attending information sessions for parents
- Attending parents meetings
- Joining the parents association, Helping Hands.
- Becoming a Parent Governor
- Attending events
- Keeping up to date with school news through our Facebook page, the school website and school newsletters (<https://www.nineacrespri.iow.sch.uk/web/>)



Who can I contact for further information or to make a complaint?

In the first instance, we encourage Parents/ Carers to talk with their child's class teacher. If you have significant concerns about the level of your child's SEN/D, please liaise with the SENCO or Head teacher.

If you are dissatisfied at any time in the first instance contact the appropriate member of staff; e.g. Class Teacher, SENCO or Head teacher, and if this does not satisfactorily resolve your concern, please refer to our complaints procedure.

How is the SEND Information Report reviewed?

This SEND Information Report will be reviewed annually to reflect the changing needs of the children in our school. We welcome and appreciate the views of parents and encourage new ideas if there is anything parents feel should be included.