



Townhill Infant and Nursery School SEND Information Report 2026/27

Promoting Progress

We believe that

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is adapted as appropriate to meet individual's needs.
- All our teachers are teachers of children with special educational needs.
- All our children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents, children, relevant outside agencies and other partners.
- Maintaining children's safety and well-being is central to their development.

Education Framework

We are a mainstream school and are fully committed to including children with a range of needs, including the areas of need below:

- Communication & Interaction (such as needing support with speaking, ASD)
- Autism spectrum disorder
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health.
- Learning difficulties

The following table demonstrates how we put support in place for all pupils with SEND

	Whole school response Universal Quality First teaching	Targeted support for individuals or small groups, short/medium term	Specialised individual support, medium/longer term
Teaching approaches	All children are taught by qualified teachers and follow the National Curriculum. All staff have high expectations of their children. The senior leadership team carry out regular observations in the classroom to ensure the quality of teaching. The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress, support will be put in place. A predictable, appropriate learning environment is provided in all classes. There are regular parents' evenings and written reports to parents. Assessment for Learning (AFL) lies at the heart of all teaching to allow the needs of all pupils to be met, informing teachers planning and next steps for learning.	Assessment for learning is used to identify children who need additional time and practice to master the skills and concepts they are being taught. These children will often be put into small groups within the class and supported by either the class teachers or by Teaching Assistants as appropriate. Occasionally, children might be withdrawn from the class to take part in a particular intervention strategy to help them close the gap between them and their peers. The effectiveness of any intervention strategy is regularly monitored to ensure that it is working, and progress is made.	Work is adapted to meet individual children's needs. There is careful targeting of individual support for pupils. Support is put in place for pupils who are not making expected progress, and this is reviewed regularly and adapted to suit ongoing needs. There is careful targeting of individual support for pupils with Individual Educational Plans (IEPs) and Individual Behaviour Response Plans (IBRPs). These are regularly reviewed and updated to ensure that the children are making progress. Interventions are put in place for pupils who are not making good progress. Parent conferences with the SENCO.
Learning/ Curriculum	Children will have full access to the school curriculum. The curriculum will be adapted to take account of each child's particular needs and will be modified to suit each child's academic and personal development.	The school identifies children with special educational needs in several ways. Children are assessed regularly, and parents are always informed of any concerns regarding their children's progress.	The school responds to any concerns raised by parents. Additional testing may be carried out as appropriate. Targets are written and reviewed by the pupil, class teacher, SENCO and parents as appropriate.

			Following the advice and ongoing support a specialised programme will be put in place and where necessary Education Health and Care Plans are applied for.
Support	Instructions are simplified and supported with visual and practical learning experiences. A variety of approaches to learning are used throughout the school. Tasks are adapted and scaffolded to the needs of the child where possible. Visual aids are used in classrooms and during lessons to support all children; this is best practice for children with English as an Additional Language (EAL) and children with learning difficulties. The school uses activities to develop problem solving skills and memory skills.	Access to small group work with teachers and teaching assistants who then use structured programmes to further support and reinforce the learning. The outcomes of these are shared with the class teacher who uses them to inform planning and next steps. Children develop an understanding of a variety of skills through small group and individual work through a structured, personalised programme of work to develop cognitive skills and literacy and numeracy skills with plenty of opportunities for overlearning, retrieval of prior knowledge and consolidation of concepts. Teachers and support staff are trained in a variety of different areas to support this.	Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the SENCO although class teachers and Teaching Assistants are also involved. It is the responsibility of the SENCO to organise external support and maintain records. The school uses a Speech and Language Support Assistant (SALSA). She supports children who have additional speech, language and communication needs.
Environmental and physical resources	Townhill Infant School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community. Outdoor areas are used to support learning and enhance the curriculum. Parents are welcomed and encouraged to visit the school to discuss individual needs prior to application. Parents are welcomed and encouraged to visit the	The learning environment can be adapted where possible for targeted support for individuals and small groups. The school encourages extra-curricular clubs and sports activities to develop social and interactional skills with opportunities to work cooperatively with peers. These are available to all children and all children are encouraged to take advantage of these. The school will work with outside providers of clubs to ensure children with disabilities can be catered for in these sessions.	There are areas in the school used to support children with a wide variety of needs. The SENCO co-ordinates multi-agency working to support children with disabilities which includes providing any specialist equipment or adaptations that may be needed. This could be by adapting resources to support disabilities such as enlarging text, the use of writing slopes, wobbly cushions etc.

	school to discuss individual needs prior to application.	The school prepares children for changes and provides support to manage unpredictable events	Teachers and support staff receive specialist training as required to support the medical needs of individual children.
Behaviour and emotional	Townhill Infant School works hard with parents to meet the needs of all pupil's social, emotional and behavioural development. The school uses a variety of social and emotional learning materials and real –life experiences. Behaviour difficulties are dealt with fairly and consistently in line with the school's behaviour policy (available to view on the school's website).	There is small group support for children in the Nurture Group within Year 1 and Year 2. A nurture group is a small group / reduced classroom of children based in a dedicated room in the school and staffed by a member of SLT and a HLTA as well as Teaching assistants as needed. Nurture group offers a short-term, focussed, intervention strategy which addresses barriers to learning arising from social/emotional and or behavioural difficulties, in an inclusive and supportive manner.	We have an ELSA and additional teaching assistants who work with children on an individual basis both in and out of class. They support children in a variety of ways such as: managing their emotions; improving social skills and overcoming communication difficulties. They may also support them with coming to terms with a home situation such as a bereavement or family break up. These adults have received additional training from educational psychologists on a variety of aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendships skills, social communication difficulties, loss and bereavement. As a Multi Academy Trust, we also employ a family support worker, who works with families and children as needed.

Frequently asked questions from the parent/ carer's point of view.

Question	Answer
How does the school assess if my child has a SEND need?	Townhill Infant School is committed to early identification of special educational needs. We collect information about children's learning on a regular basis. If this suggests that your child is not making the expected progress, the teachers will monitor their progress carefully in the first incidence. The teacher will work alongside the SENCO to identify if there are any specific needs emerging. If necessary, the school will use the expertise of other agencies to support in identification. We will always ensure that you know of our concerns and are part of this assessment process with us. If you are concerned about your child's leaning and feel they may have a Special education need, we would encourage to speak to your child class teacher or SENCO.
How will staff support my child?	Your child's class teacher and the SENCO will oversee and plan your child's education programme. Wherever possible this will be in line with what is taught in the main classroom. Depending on the intervention required, your child may be working in a small group with support during English and/ or mathematics. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour; a targeted Teaching Assistant or an ELSA may support your child to be a successful member of the school community. It may be appropriate for your child to have some one-to-one support. This will all be explained to you by your child's class teacher. As a school we follow as simple cycle to assess, plan, do and review when monitoring the impact of the things we have put in place for your child. This means that with everything we do to support your child, we will check regular whether it is working and then plan future actions on what we find. Sometimes this may mean changing provision, sometimes it means sticking with what is already going well. We keep going through this process to ensure we keep getting it right for your child. The SENCO keeps a running record of the progress your child is making against their targets.
How will the curriculum be matched to my child's needs?	All teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior leadership team. Any additional targets and support sit alongside the high-quality teaching in the classroom. Sometimes teachers will alter their learning environment to make sure your child can access learning fully. For incidence this may mean, ensuring that the paper and whiteboard screen is in an appropriate colour for a child with dyslexia.

How will I know how my child is doing and how will you help me to support my child's learning?	We understand the importance of working with parents. There are regular parent evenings, and you can ask for an appointment to speak to your child's class teacher or the SENCO at a mutually convenient time. You will receive a written report and we will always ask to see you if we have concerns about your child's progress. If your child has an EHC plan, an annual review is held according to the guidance in the Code of Practice. At this point you and your child will be invited to a meeting with all those involved in supporting their education. Sometimes there may be things we can do at home and in school to support your child. Wherever possible we want to work with you. It is important home and school can give the same learning messages for your child.
What support will there be for my child's overall wellbeing?	All children have a trusted adult within the school that they can speak to. This will often be their class teacher/teaching assistant. Children also have access to support from a member of the ELSA Team if required. There are close links with our partners in health, for example the school nurse and we have a family support worker within school who is available to support families. The school has regular assemblies and Personal, Social and Health program that encourages children to discuss their feelings, worries or concerns.
What specialist services and expertise are available at, or accessed by the school?	Sometimes we need to seek the advice of others that have a more specialised knowledge than us. We can link with other professionals such as Child and Adolescent Mental Health, Jigsaw, Social Care, Educational Psychology, Occupational Therapy, Physiotherapy and Speech and Language therapy. Outreach support from specialist schools in the city can also be accessed. As a Trust we employ our own speech and language therapist. We also have 2 qualified speech and language assistants who work solely at our school. The school has a Family Support worker/ELSA who is available to work with parents and children.
What training have staff supporting children and young people with SEND had?	Our SENCO is also the Deputy Headteacher with many years of classroom experience. They have regular training to ensure that they are up to date with current thinking on SEND issues. All staff receive regular training and updates from the SENCO, the educational psychology service, local special schools and other outside agencies. Recent training has included autism, bereavement/ loss, speech and language, behaviour management, language of choice, child and adolescent mental health, social stories and working memory difficulties. The school nurse also provides training as needed on asthma, diabetes and auto injector use. Our list of training is never completed. When training is needed, we will provide this where necessary.
How will my child be included in activities outside the classroom including school trips?	We make every effort to include all pupils on school trips – trips are planned with all individual needs catered for. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. If necessary social stories will be written to support a child prior to a trip. All children are involved in P.E lessons and where necessary children with a physical SEND need can take part. NHS support us to improve children's core strength and Gross Motor skills. These children attend daily sessions.

How accessible is your school?	The school building is open plan on 3 levels and whilst most classrooms can only be accessed by the main entrance due to a flight of stairs. We would make every effort with some prearrangements to create access from the outside areas to all the classrooms. There is a slope onto one of the playgrounds to allow access for parents in wheelchairs or with pushchairs. The school has a mobile wheelchair ramp for parent and child use.
How will school prepare and support my child to join the school and then transfer to a new school?	The school holds several open mornings and guided tours for perspective new parents and children during the first half of the Autumn term. When your child joins the school, you will be shown round by the Head teacher or member of the leadership team. This will be a chance for you to ask any questions that you may have. As part of our preparations for children entering school in reception, we have a one-to-one meeting with the Head teacher or one of the Deputy Headteachers, an evening parents meeting, taster visits to school. Year R staff and SENCO/Headteacher liaise with the feeder pre- schools and Year 2 staff and the SENCO/Headteacher with feeder Junior schools. In both cases there is a well- established transition programme in place. Extra transition visits and programmes are arranged as necessary.
How are the school's resources allocated and matched to children's special educational needs?	Through the schools census the school is allocated a specific amount of money to support children's special educational needs. The school uses this to allocate specific support on a need driven basis. This could include small group support on a specific skill or area of learning, extra support with basic skills of reading, writing and number, reading interventions, phonic intervention, maths intervention, physical resources and nurture groups. If your child has funding through an EHC Plan the funding will be used to ensure the plan provision and targets are addressed.
How do we make sure your child is involved in their education?	At Townhill we work hard to make sure all children understand what they need to do to make progress in their learning. With our SEND children it is particularly important that the targets we set for them are appropriate, ambitious and we aim to make them actively involved with how they might achieve these targets. For instance a child with a positive behaviour plan might be involved in designing a chart to track their positive behaviour.
Who can I contact for further information?	Your first point of contact if you want to discuss something about your child is your child's class teacher. You can contact any member of the school leadership team if you are still worried. If you would like to apply for a place at Townhill Infant School, please contact the school for a visit.

Frequently asked questions from the child's point of view:

Question	Answer
How do the teachers know if I need extra help?	Your teachers mark your work and track your progress so they will know if you need extra help.
What should I do if I think I need extra help?	You can talk to your teacher and tell them what you feel you are struggling with. You can also talk to someone at home, and they can make an appointment to see your class teacher, the SENCO or the Head teacher.
How will my work be organised to meet my individual needs?	Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.
How will I be involved in planning for my needs and who will explain it and help me?	You may have your own special targets. These will be shared with you by your teacher, Learning support assistant or member of the ELSA Team. You will know what your targets are and the adult who works with you will help you to achieve them.
Who will tell me to help myself and be more independent?	All the staff can help you become more independent.
What should I do if I am worried about something?	Talk to your teacher or any other familiar adult in the school.
How will I know if I am doing as well as I should?	You will have a school report, and your teacher will meet with someone from home to explain how you are doing.
How can I get help if I am worried about other things other than my schoolwork?	You can talk to any teacher, Teaching Assistant or member of the ELSA team/Family support worker.
Are there staff in school who have been trained to help young people who need extra help?	Our Special Educational Needs Disability Co-ordinator has a qualification that means she is trained to help children with learning needs. Other staff are trained to support you with your emotions and behaviour. We also have a family support worker that you can talk to.
Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	We work with lots of people who can support you too, for example, therapists, nurse and social workers.
If I have difficulty in taking part in school activities, what different arrangements can be made?	It depends on what the difficulties are, but we will always work hard to make sure that all children are able to be included in all school activities.
Who can I talk to about getting involved in school activities if I need extra help?	You can talk to your class teacher if you would like to be involved in school activities where you may need extra help.
What help is there to help me get ready to start at my new school?	We will talk to your current school and your parents/ carers you are welcome to come and visit the school. We can give you a school prospectus and write you a

	social story if this will help you. A member of staff or one of the Townhill children can give you a tour of the school.
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What should you do if you feel that the Local Offer is either not being delivered, or is not meeting your child's needs?

You should contact your child's class teacher in the first instance and/ or talk to one of our Special Educational Needs Co-ordinator. If you do not feel that this avenue has addressed your concerns the schools' complaints policy can be found online or a paper copy to available in the school office.

Names and contact details of SENCO at Townhill Infant School.

Wendy Jones – w.jones@townhill-inf.net

School number – 023 80474835

If you are not satisfied that your concerns have been adequately resolved, then please write to:

Mr Robert Farmer

Hamwic Trust Offices: Unit E, The Mill Yard, Nursling Street, Southampton SO16 OAJ

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