

Hetts Lane Infant and Nursery School –SEND Information

1. What kinds of special educational needs does the school/setting make provision for?

Hetts Lane is an inclusive school. We work closely with parents and carers to support the needs of all children.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Most children attend our Nursery as part time pupils and in some cases join us with their needs assessed. School works closely with parents, health care professionals and Early Years specialists to ensure a positive transition into our setting. All children are assessed as they join our school so that we can identify their needs and build upon prior learning. We use this information to provide an appropriate curriculum for all our children.

3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Children's progress and the effectiveness of provision including interventions are monitored to ensure appropriate support is in place, and the needs of individuals are being met.

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Ongoing assessment enables the progress of all pupils to be monitored closely within school. This information is shared with parents through meetings where specific targets are set and shared along with advice on how your child can be supported. Parents are also encouraged to contribute in the target setting process for their child.

3.c) What is the school's approach to teaching pupils with special educational needs?

We aim to provide all children with access to a broad and balanced education. We aim to create an environment that meets the needs of each child and to ensure that the special educational needs of children are identified, assessed and provided for. We work closely with outside agencies when necessary.

3.d) How will the curriculum and learning be matched to my child/young person's needs?

To meet the needs of each child our curriculum can be individualised and tailored to suit their specific requirements. A range of intervention strategies, individual and small group support can be implemented and the impact of these is monitored and acted upon.

3.e) How are decisions made about the type and amount of support my child/young person will receive?

The progress and needs of all pupils are monitored closely and regular assessments are made against age typical expectations to identify children who need support. Discussions between class teachers, teaching assistants, the SENCO and children's parents take place regularly to identify when and where support is needed.

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

Whenever possible all children are included in all activities including those outside of the classroom and offsite. Relevant risk assessments and pre visit checks take place to ensure the needs of all children can be adequately met and discussion takes place with parents when necessary. Parents are signposted to access further support outside of school and in the wider community.

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

The care and well being of all children is a priority at Hetts Lane. Time is given in the curriculum for the development of personal, social and emotional skills throughout the school. Induction at the start of each term enables relationships and routines to be established to provide a happy learning environment. Additional support and care is put in place when the need arises. This may include nurture groups or support from SAP.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

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5.a) What training have staff supporting special educational needs had and what is planned?

We recognise the need to train all our staff in order that they can meet the needs of children with special needs. The SENCO and the school leadership team ensure that training needs are identified and addressed to meet the individual needs of specific children as the need arises. Staff have received training from a range of specialists to support different areas of special educational needs.

5.b) What specialist services and expertise are available or accessed by the setting/school?

- Speech and Language Therapy
- School Inclusion Service
- Educational Psychologist
- Warsop Children's Centre
- Sherwood Area Partnership (SAP)
- Healthy Families Team
- School Nurse

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Hetts Lane makes reasonable adjustments to remove barriers to learning and ensure that disabled staff, pupils, parents and visitors are not disadvantaged. Liaison with outside agencies ensures that risk assessments are carried out and specialist equipment is in place. The site is wheelchair friendly and disabled toilets are available.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

We believe children learn and achieve best when home and school work together and aim to work in partnership with parents through regular liaison. We have 'welcome meetings' for the parents/carers of new entrants to nursery. Termly opportunities are provided to discuss academic progress as well opportunities to attend informal occasions such as plays and celebrations of learning. Any individual concerns are discussed at meetings with class teachers and the SENCO.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

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The school's student council enables pupils to have a voice and make decisions showing their views are respected. Pupils are involved in their own target setting and assessment.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the SENCO, who will be able to advise on formal procedures for complaint if necessary.

10. How does the governing body involve other organisations and services (health, social care, local authority support services and voluntary orgs) in meeting the needs of pupils with special educational needs/supporting the families of such pupils?

The school has good working relationships and links with external support services in order to support our SEND children and their families to aid inclusion. These include:

- Speech and Language Therapy
- School and Families Specialist Services
- Social Care
- Warsop Childrens Centre
- School Nurse and Health visitor
- Sherwood Area Partnership (SAP)
- Healthy Families Team

Sharing knowledge and information with our support services and utilising the support and advice given is key to the effective and successful SEN provision within our school.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

A well-established understanding and knowledge of the local services is able to provide parents with relevant information as well as close links with other schools and settings in the Warsop area.

12.i) How will the school/setting prepare my child/young person to join the school/setting?

Most children attend our Nursery as part time pupils and in some cases join us with their needs assessed. School works closely with parents, health care professionals and Early Years specialists to ensure a positive transition into our setting. All children are assessed as they join our school so that we can identify their needs

and build upon prior learning. We use this information to provide an appropriate curriculum for all our children.

12.ii) Transfer between phases of education

A transition programme is in place for all children as they join nursery (FS1), as they move to fulltime school in FS2, through into Key Stage 1 and prepare to move to a junior school (KS2). Discussions between staff take place to ensure that all staff are aware of the needs of individual children as they move through school. Close liaison with our feeder junior school begins early and when appropriate to meet the needs of individuals. SENCOs from the family of schools meet regularly to discuss the needs of SEN children and plan for transition.

12.iii) Prepare for adulthood and independent living

As part of the curriculum children are encouraged to become as independent as possible, including developing early self help skills, dressing, using a knife and fork, baking, road safety and personal safety.

13. Where can I access further information?

Further information can be obtained by contacting the school SENCO.