Lowe's Wong Infant School Special Educational Needs and Disabilities Information Report

Autumn 2025

1) What kinds of special educational needs does the school make provision for?

At Lowe's Wong Infant School, we know that all children are special and, as individuals, have different learning needs. Some children may require additional support to ensure these needs are met and to improve their learning. We continually monitor and assess the progress of all children. All children access lessons through differentiated quality first teaching. This means that activities are planned according to the level the child is working at. This can include a variety of adaptions including changes to the physical environment, changes to teaching styles as well as levels of adult support. Where expected progress is not being made, interventions are put in place to work on identified needs. These could include issues with cognition and learning, communication and interaction, social and emotional and mental health issues or sensory and physical needs.

2) How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?

School will identify the needs of pupils with SEND as early as possible. This is done by gathering information from parents and carers, education, health and care services, and from pre-school or previous school settings. School will monitor the progress of all pupils, and this will help with the identification of pupils with SEND. This will involve analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of the parents / carers. The pupil's views and any advice from external agencies will also be considered. If your child is identified as not making expected progress, we will set up a meeting to discuss our concerns with you and listen to any concerns which you may have. We will plan any additional support your child may need and discuss the options regarding referrals to outside professionals where relevant. If you have any concerns about your child's progress, you should speak to your child's class teacher first. Information from this will be shared with the SENDCo where necessary. There may be circumstances where you need to discuss your concerns with the SENDCo and/or the Headteacher.

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

Your child's progress will be continually monitored by their class teacher. Their progress will be reviewed formally with the teacher and SENDCo every term in reading, writing and maths. Where it is determined that a pupil does have SEND, parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

• Assess • Plan • Do • Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil changes and grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess: This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan: Planning will involve consultation between the teacher, SENDCo, and parents & carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving, and advising of the implementation of effective support will be provided by the SENDCo.

Review: Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

At Lowe's Wong Infant School, we actively encourage parents and carers to discuss any concerns they have as and when they occur. The first point of contact should be the class teacher, although parents may contact the SENDCo or Head teacher if they wish, by making an appointment through the school office. We monitor the progress of all children. In the Autumn and Spring term we hold Parents' Evenings to discuss how children are doing. In the Summer term, all parents receive a written report, detailing progress in areas of learning. Where a child has additional needs, parents / carers will be invited into school to speak with the Class Teacher, and the SENDCo if needed, to discuss targets and progress every term. If an assessment or referral indicates that a pupil has additional learning needs, the parents / carers and pupil will always be consulted with regard to future provision. Parents / carers are invited to attend meetings with external agencies and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also check that your child is making good progress using the class teacher's termly data drop. Regular "book looks" and lesson observations will be carried out by the

SENDCo to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school's SEND Governor, Mr Chris Heathcote, may be contacted (via the School Office) at any time in relation to SEND matters.

c) What is the school's approach to teaching pupils with SEND?

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice.

We aim to:

- Provide all children with a broad and balanced curriculum that is differentiated to the needs / ability of the individual
- Be sympathetic to each child's needs by providing a strong partnership between children, parents and carers, and outside agencies
- Ensure all pupils make effective progress
- Ensure all pupils take a full and active part in school life.

School will:

- Identify needs as early as possible
- Monitor progress of all pupils in order to aid the identification of pupils with SEND and then through ongoing monitoring, support them to reach their full potential.
- Make appropriate provision to overcome all barriers of learning and ensure pupils with SEND have full access to the National Curriculum. The class teacher is responsible for planning and implementing the appropriate provision. This will be co-ordinated by the SENDCo and SLT to ensure that individual targets are being met and pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information on the provisions for pupils within the school as a whole and the effectiveness of the SEND policy and the school's SEND work.
- Work with outside agencies when pupil's needs cannot be met by the school alone
- Create a school environment where pupils feel safe to voice their opinions and needs.

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

We aim to deliver an interesting, exciting and stimulating curriculum to engage all pupils with their variety of learning styles and needs. Support staff, under the direction of the class teacher, will adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support you child when working individually or in a small group. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom. Where this is not possible, the class teacher and/or SENDCo will speak to the child's parents / carers for other flexible arrangements to be made.

When planning provision for individuals, consideration is given to the following:

- Providing training and learning opportunities for staff
- Making use of all class facilities and space
- Using in-class provisions and support to ensure differentiation is in place.

• Providing individual / group tuition where necessary.

• Setting individual targets to motivate children to do their best and celebrating achievements of all at all levels.

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

All pupils with SEND have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. This additional funding might come from a budget which is devolved to and moderated by the Family of Schools. For those pupils with the most complex needs, additional funding is retained by the Local Authority. This is accessed through the Family of Schools. The Family SENDCo will refer individual applications to a multi-agency panel who will determine whether the level and complexity of need meets the threshold for this funding. The Headteacher and SENDCo will determine how allocated resources are used to support individual pupils by discussing all the children with additional needs in school. They will consider who gets extra support already, who needs extra support, which children are not making as much progress and then decide what resources, training or support might be needed. This is reviewed regularly. Parents/carers will be kept informed about this support and it will be discussed at our termly review meetings or more frequently if required.

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

We aim for all children to be included on school visits, and we will endeavour to provide the necessary support to ensure that this is successful. A risk assessment is made by staff which considers the needs of all children. Where necessary, we will discuss any additional support required with parents and make reasonable adjustments so that all children have the opportunity to participate.

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

The school has a curriculum which is well-rounded and includes the development of spiritual, moral, social and cultural awareness and understanding. For pupils with emotional or behavioural difficulties, specific one to one or small group support is put in place e.g. therapeutic conversations. The school works in partnership with the NHS MHST (Mental Health Support Team). We have a named link specialist practitioner who provides support to staff, workshops for children and support for parents.

4) Who is the school's special educational needs co-ordinator (SENDCo) and what are their contact details?

Mrs Sarah Segasby is the school SENDCo and can be contacted through the school office 01636 812207 or via her email address at s.segasby@lwi.org.uk

You can also contact the Headteacher, Mrs Aly Speed – head@lwi.org.uk or Mr Chris Heathcote, who is the school governor for SEND through the school office – office@lwi.org.uk

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

The SENDCo's job is to support the class teachers in planning and accessing support for children with SEND. The school provides training and support to improve the teaching and learning of children, including those with SEND. Individual teachers and TAs attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Occasionally whole-staff training is undertaken in order to meet the needs of an individual or a specific group of

children. This year we have had a training focus on adaptive teaching and quality first teaching in the classroom, which we will develop further this year. We have a MELSA trained TA and a TA who is trained to deliver Draw & Talk and ELSA sessions. All staff took part in a Professional Learning Day led by MITRE which had a focus on SEND. Staff completed workshops on Autism, ADHD, Demand avoidance and adaptive teaching. Staff continued to access networks and training provided by the Minster Learning Alliance and MITRE including TA networks, SEND networks and the TA SEND programme. Many staff are also completing Epilepsy awareness training in the Autumn term.

b) What specialist services and expertise are available or accessed by the school?

We are continuing to build strong working relationships and links with external support services in order to support our SEND pupils. Sharing knowledge and information with these agencies is key to our provision. We seek advice and support for identification, assessment, and provision for SEND. The SENDCo is the designated person for liaising with the following groups who offer advice and support to our staff, pupils and families.

- The Education Psychology Service
- SEND Inclusion service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy service)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- MHST (Mental Health Support Team)
- Social Care (along with the DSL)

6) How will equipment and facilities to support pupils with SEN be secured? How accessible is the school?

We have two disabled parking spaces, accessible entrances and a disabled toilet in school with handrails. Where possible, we provide equipment or would complete the necessary bidding applications to provide any equipment which is needed to support children in school. Reasonable adjustments are made to help ensure accessibility for all. After school provision and extra-curricular activities are accessible for children with SEND.

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

The class teacher is the first point of contact to discuss your child's progress or any concerns you may have. You may also wish to share information about what is working well at home so similar strategies can be used in school. You may also have a meeting involving the SENDCo. Following these discussions, adaptations to learning or specific interventions may be needed, and the child may be included on the school's provision maps. If it is felt appropriate to involve outside agencies, then you will be involved in the process and be given feedback where relevant.

Regular termly meetings will be held to discuss progress. Homework will be adjusted as needed to suit your child's needs and the Learning Journal will support any communications between home and school.

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

Children are involved in every step of their learning including planning support and targets for the future, evaluating progress and celebrating successes. When there are children in school who have an EHC Plan, they will have their views sought before review meetings and will be welcome to attend part of the review if this is deemed appropriate.

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

If you have a concern or a complaint, please contact the Headteacher or SENDCo and we will endeavour to work with you to resolve the issue. If parents feel that any concern has not been resolved then you must refer to the Complaints Procedure, which can be found on the school website www.lwi.org.uk

10) How does the Governing Body involve other organisations and services in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Governing Body has delegated the operational responsibility of coordinating involvement of other services to the Head Teacher and SENDCo. The school governor for SEND is Mr Chris Heathcote. His role is to undertake the relevant monitoring to ensure that children and families are being supported within school. Where it is felt necessary to involve outside agencies, then it is the responsibility of the SENDCo / Class teacher to complete referral forms to access support and advice for children and families.

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

There are a variety of different organisations that can help support you and your child. Please use the Nottinghamshire County Council website www.nottinghamshire.gov.uk to access information on the Local Offer, Ask Us and a Special Educational Needs and Disabilities Guide for Parents and Carers.

12) How will the school prepare my child / young person to

i) Join the school

Transitions can be difficult for a child who has Special Educational Needs, and we aim to do all we can to ensure that any transition is as smooth as possible. For example, your child may have an increased number of taster sessions / visits to their new setting, or it may be necessary for the SENDCo or Class Teacher to visit your child in his / her current setting before moving to us. This is to ensure that the child's individual needs are known and planned for from the beginning. It may sometimes be necessary, for example, to produce a transition book or use a Social Story.

ii) Transfer between phases

Information will be passed on to your child's new teacher in advance and teachers will meet to discuss the needs of the children. Individual provision will be shared and where necessary, strategies can be put in place to aid a smooth transition. This could involve producing Social Stories or having extra visits. If your child is moving to another school, we will contact the school SENDCo and ensure he / she knows about any special arrangements or support that need to be made for your child. We will make sure we pass on all records about your child as soon as possible. In Year 2, the class teacher and SENDCo will discuss the specific needs of your child with the junior school. Your child may well undertake focused sessions on transition to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions and sometimes staff from the new school will visit your child here.

13) Where can I access further information?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- You may also arrange to meet with the SENDCo (Mrs Sarah Segasby) or the Headteacher (Mrs Aly Speed)
- The SEND Policy is available on the school website
- Contact Ask Us Nottinghamshire on 0800 121 7772
- Speak to an Education, Health and Care Plan Coordinator on 0115 9774012
- Nottinghamshire County Council SEND Local Offer www.nottinghamshire.sendlocaloffer.org.uk
- More details about the SEN Code of Practice can be found on the DfE's website at www.education.gov.uk/schools/pupilsupport/sen