



Nettleworth Infant and Nursery School



We nurture, we flourish, we achieve

SEND information 2025/26

- **What kinds of special educational needs does our school make provision for?**

Nettleworth Infant School and Nursery is a mainstream School within the Nottinghamshire County Council Education Authority.

We are an inclusive school, recognising that some children and young people at times may need something additional to or different from what we provide for the majority of children; this is special educational provision.

Around 10% of our school population are currently identified on the SEND register as having a special educational need and have a support plan to make sure they can fully access the school curriculum. We also have around 13% of our children identified as 'SEND aware'. These are children who have been identified by class teachers for working below expectations, slowing in progress or who have been taken off our SEND register previously and who requires some further support and monitoring. These children usually attend in school interventions and have strategies in place to support them to meet their targets. When combined we have a total of 23% of children with additional needs.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that to overcome their difficulties, much can be done through the support of parents, teachers and pupils working together.

Special Educational Needs and Inclusion is always a priority at Nettleworth Infant School and Nursery. All staff and the Governing Body are highly committed to inclusion and the principles outlined in our SEND policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

- **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?**

SEND or Special Educational Needs is not a label, it is a term used within school to highlight children who need additional support in school and enables us to monitor and adapt to their needs. Great importance is given to identifying the needs of pupils with SEND as early as possible. This is effectively done by gathering information from parents, education, health and care services, or other settings prior to the child's entry into the school, as well as observations(digitally or face to face), monitoring and work of the child.

We closely monitor the progress of all pupils in order to aid the identification of pupils with additional needs. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and

added to our 'SEND Aware Register'. The child's class teacher will take steps to provide learning opportunities that will aid the pupil's academic progression which enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCO (special educational needs and disabilities coordinator) will be consulted as needed for support and advice and may wish to observe the pupil in class for further advice. If a pupil is then identified as having SEND they will be closely monitored by staff and the school SENDCo, in order to gauge their level of learning and possible needs. Parents will be informed and involved during every stage of their child's development and the circumstances under which they are being monitored. Children will also be added to the 'SEND Aware Register' if they have been on the SEND register but no longer meet the criteria.

If any parent/carer has a concern about their child they should initially discuss this with the class teacher. All parental concerns will be listened to and looked at together with the school's information about the child alongside our assessment data on how the pupil is progressing. The class teacher and SENDCo will liaise to discuss potential barriers to learning and, where required, ensure appropriate intervention is put into place.

Where it is determined that a pupil does have SEND, parents will be invited to discuss the child's needs and the pupil will be added to the school's SEND register. 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.

- **How does the school evaluate the effectiveness of its provision for pupils with special educational needs?**

School regularly evaluates its provision and its effectiveness through a range of different monitoring activities to ensure all children with SEND are fulfilling their full potential. This includes:

- * data analysis/B Squared assessment tool/THRIVE profiling
- * discussions at parents meetings
- * monitoring and moderation of support plans
- * review meetings with the child and any other professionals working with the child
- * discussions with the SENDCO, teachers and support staff
- * pupil interviews
- * monitoring of progress of all children identified with SEND
- * SEND learning walks
- * Teacher and SENDCo pupil discussions

Recognition and value will also be given to all forms of achievement including personal development, behaviour and wellbeing.

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

Pupil progress is monitored on a termly basis within school. Where children are identified within the SEND support category, termly review meetings will be held. Reviews will be undertaken in line with agreed dates, but will usually take place on a termly basis. 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 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.

During these review meetings and at our parent's evenings, parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps, including information on how they can support their child's learning and development at home.

- **What is the schools approach to teaching pupils with special educational needs?**

Once a pupil has been identified as possibly having a special educational need, they will be supported appropriately to access their learning and closely monitored by staff in order to identify any possible barriers or difficulties. The child's class teacher will take steps to provide suitable learning opportunities that are matched to the child's ability and help support their needs.

The class teacher may ask the SENDCo for support and advice to ensure the child receives the best possible learning opportunities.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made. Consistent contact will be made throughout any unprecedented period of absence from school (i.e. lockdown, isolating, illness).

- **How will the curriculum and learning be matched to my child's needs?**

We aim to make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the Early Years Foundation Curriculum or National Curriculum. This will be co-ordinated by the SENDCo and class teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

The class teacher and class teaching assistant remains responsible for working with your child on a day-to-day basis. They will plan and work closely with teaching assistants to provide a suitable package of support. This support may be provided in class by the teacher or TA, or may involve the child being withdrawn for additional intervention, group or individual support. Interventions may be delivered in small groups or on a 1:1 basis. The interventions that we currently deliver are tailored to meet the needs of individuals and develop skills in maths, reading, writing, phonics and speech, language and communication, THRIVE (a

bespoke programme of support which helps children's emotional development) and also access to Fun Fit, which supports children who have coordination difficulties.

Each class teacher maps the provision that they make for all pupils who receive additional support on a termly basis. Where a pupil's needs are significant, and require a number of different interventions or specialist support, a SEND support plan is put in place. The plan put in place will be closely monitored by the SENDCO, and adjusted where necessary to meet the needs of individuals and groups of pupils.

We also offer Lego Therapy, Play Therapy, Meet and Greet, ARROW, social stories, Attention Autism, Art Therapy, NELI, Forest Schools outdoor learning and Chatter speech and language therapy, of which many pupils with SEND access in response to need throughout the year.

How are decisions made about the type and amount of support my child will receive?

Decisions about the type and amount of support a pupil may receive are made based on the individual needs of each child. Decisions are usually made by the class teacher in conjunction with the SENDCO. Further valuable support is provided from consultation and guidance from experts in different areas of SEND support (Social and Emotional, Physical and Sensory, Cognitive and Learning, Communication and Interaction) which is followed as part of our extensive graduated response at school level.

A small number of pupils with SEND may require access to additional funding to help support them effectively within the classroom. This additional funding is accessed through a budget which is devolved to, and moderated by the Family of Schools (Our Family of Schools comprises of The Manor Family of Schools) and is allocated on an annual basis. For those pupils with the most complex needs the SENDCO will refer individual applications to a multiagency panel (called the HLN panel) which is administered by the Local Authority. The panel meet termly, and determine whether the complexity of need meets the threshold for this level of funding. The decision to apply for additional funding is made by the school SENDCO in collaboration with the Family SENDCO and the Head Teacher.

- **How will my child be included in activities in and outside the classroom, including school trips?**

All children are encouraged to take part in out of class learning and appropriate support will be put in place to allow all pupils to access after school clubs, lunch time activities and school visits, wherever possible.

The school works hard to ensure that pupils with disabilities participate fully in school life. Disabled pupils attend all school trips, ensuring that risk assessments take into account additional resources and adjustments that need to be made. Staff liaise closely with parents during the planning stages, to ensure the appropriate provision and support is in place for the visit, and hopefully provide peace of mind for parents.

Additional support is provided at break and lunch times, for those pupils who find the less structured parts of the day difficult, through the use of 'Buddies', teaching assistants and additional midday supervisory staff.

- **What support will there be for my child's overall well-being?**

At Nettleworth, we aim to create an enabling environment where all children progress and develop their full potential. We develop routines and stability to ensure that children feel safe and use a range of positive behaviour strategies and rewards. Our consistent approach to behaviour is outlined in our behaviour policy, which can be found on our school website. Occasionally, some children may require adaptations to our behaviour system, which is individually tailored to meet their needs. Where this is the case, this will be discussed and agreed with parents.

Where staff are aware that a child or young person may be experiencing friendship difficulties, a buddy system will be set up, or a 'Circle of Friends' initiated with the intention of supporting a child in and out the classroom.

Circle time groups also run across school every week, which address issues such as bullying, relationships and safety, as well as topical global issues. Our SCARF and discover learning covers topics to ensure children are encouraged to understand diversity and inclusion.

We have a comprehensive PSH/RSE curriculum which is taught in each class alongside themed assemblies for children to share and reflect.

We have adopted the 'Thrive' approach where all children are profiled to assess if there are any personal, social and emotional difficulties that can be supported. Class teachers plan in activities specific to their class profile and small group or 1-1 support sessions is given where it is needed.

If a parent has any concerns regarding their child's overall well-being, these should be discussed with the child's class teacher in the first instance.

- **Who is the school special educational needs coordinator (SENDCO) and what are their contact details?**

The person currently responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is the Inclusion Leader (also known as the SENDCO). Our Inclusion SENDCO is Mrs Lauren McHale and her role is to oversee the school's policy for inclusion, and is responsible for ensuring that it is implemented effectively throughout the school.

Mrs McHale can be contacted by telephone (01623 455940) or by email for the attention of the SENDCO at office24@nettleworth.notts.sch.uk or by visiting the school office.

The school Governors are responsible for the overall effectiveness of provision for special educational needs within the school and our Governor responsible for special educational needs is Mrs A Beastall

- **What training have staff had and what is planned?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEND. Whole staff training is carried out on a

regular basis to increase staff's knowledge and understanding of a wide range of topics related to special educational needs and disabilities.

Training is made available for whole staff or targeted at specific groups, such as; governors, midday staff, TA's etc. This is accessed through the Local Authority, Family of schools or through in-house training.

Recent training that staff have had related to SEND includes:

- *Attention Autism
- * Identifying children with SEND
- * Working memory
- * Epipen
- * Safe handling and coping with Risky Behaviour
- * The four aspects of SEND with a focus on Sensory needs
- * B Squared
- * Arrow
- * Lego therapy
- * Drawing and play therapy
- *Emotional Regulation strategies
- *Fun fit
- *Makaton signing

Some of the further training planned for the 2025/2026 school year includes:

- * Personal and Intimate Care
- * Leuven Scale Training
- * Communication board training
- * Mental Health First Aid
- * Smart target setting
- * Support plans and one page profiles
- * Family THRIVE

In addition to this, the SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

- **What specialist services and expertise are available or accessed by the school?**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

We believe that the knowledge and information of support services is key in assisting school to prove effective and successful SEND provision.

The school seeks advice, as appropriate, around individual pupils. Requests for involvement can be made to Schools and Families Specialist Services and the Educational Psychology Service on a termly basis. Referrals to the Early Help Unit, the Multi-Agency Safeguarding Hub, Family Service, CAHMS, Healthy Family Team, Sure start, NBS (previously Small Steps), EPS and SAP (Sherwood Area Partnership) are made as and when it is necessary.

For a full list of services that are available for school to access enabling us to support SEND pupils the best way possible, please see our full SEND policy, which is available on our school website.

- **How will equipment and facilities for SEND be secured and how accessible is the school?**

At Nettleworth Infant and Nursery School we endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current access arrangements and areas identified for improvement are outlined in our Accessibility Plan (available on the SEND page of our school website). We recognise that additional modifications may need to be made at any time, to ensure all pupils are able to fully access the school site and the curriculum we offer.

The school currently has a range of facilities for pupils with SEND in place. These include:

- * Wheelchair access to the whole school
- * Specialised indoor and outdoor play equipment
- * Sensory toys
- * Full time teaching assistant support allocated to all classes in school
- * Full-time Pupil and Family Support Worker based in school
- * Disabled toilet with changing and shower facilities
- * Use of Dyslexia friendly resources throughout school
- * Use of signs and symbols (Makaton) for children including those pupils with communication difficulties
- * Our Nurture Den- which is a calming and therapeutic room for play, group or individual work with a range of Sensory / Wellbeing resources, Emotional Regulation and 'Fiddle/calming toy toolboxes

* Information from the school office (for parents) available in a range of formats, including large print, translated and copied on coloured paper (dyslexia friendly)

* Visually impaired adjustments to equipment

If a situation arises where specialist equipment was needed, then advice would be sought from specialist services, such as the Physical Disability Support Service.

- **What are the arrangements for consulting parents of pupils with special educational needs and how will I be involved in the education of my child?**

At Nettleworth School we work closely with parents to gain a better understanding of their child, and involve them in all stages of their child's education. If an assessment or referral indicates that a pupil has additional learning needs or a special educational need, the parents and the pupil will always be consulted with regards to future provision. Support will also be offered 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.

Parents are invited to attend meetings with staff and external agencies (if involved) regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

- **What are the arrangements for consulting young people with SEND and involving them in their education?**

At Nettleworth School we work hard to create a school environment where pupils feel safe to voice their opinions of their own needs. We believe that pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Children with special educational needs, wherever possible, will be involved in their target setting and reviewing process and attend their termly review meetings where appropriate. Their views about the provision will always be taken into account.

The SENDCO may carry out pupil interviews annually where appropriate and gets to know the children, in order to monitor the appropriateness of provision and to gain their views and opinions about the issues that matter to them.

- **What do I do if I have a concern or complaint about the SEND provision made by the school?**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they are advised to speak initially to the relevant class teacher, and then the Head Teacher if they feel the issue has not been resolved. If the issue is regarding a child's special educational needs and the provision made by the school, then they should make an appointment to speak

to the school SENDCO, who will hopefully be able to suggest ways forward and make steps to resolve the issue.

If parents feel the matter is still unresolved and intend to submit a formal complaint, then a full copy of the complaints procedure from the school office can be obtained upon request.

- **How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with SEND and supporting the families of such pupils?**

At Nettleworth School we work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

We have a number of services who work alongside staff, pupils and parents at our school to provide support and advice, enabling us to achieve the best possible outcomes for each child and their family. This includes Schools and Family Specialist Service, Educational Psychologist, Sherwood Area Partnership (emotional and mental health), Small Steps, Targeted Support, CAMHS, Speech and Language Therapy, School Nurse and Social Services. Additional services/professionals can be contacted to support, as the need arises.

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

Additional services and organisations are recommended to parents, carers and young people as and when a need arises. Services which may be recommended include support groups, charitable organisations, clubs for children and the Parent Partnership Service.

Parents will be signposted to Nottinghamshire Local Offer page on the website, access to this can be supported by school if parents have difficulties accessing a computer, smart phone or tablet.

www.nottinghamshire.SENDdlocaloffer.org.uk

[Or you can download the MyNotts app which has extensive guidance and advice for families.](#)

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

- **How will the school prepare my child to transfer between phases of education?**

When a child with additional needs joins the school every effort is made to ensure that they have a smooth transition and that training resources are in place to meet their individual needs.

The school administration assistant responsible for admissions and transition (Mrs D. Kirkland) and the SENDCo will liaise with the child's previous school or setting to ensure that all of the relevant information has been shared.

We encourage visits from children and their families before starting our school.

For those children who have support in place from professionals, related to their area of need, we like to hold an informal meeting between ourselves, parents, the professionals, and the child (where appropriate) before they start school, or within the first few weeks of them joining us. This helps us get to know each other, share information and ensure appropriate provision and support are in place, to achieve the best outcomes for the child and their family.

The SENDCo will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. This will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed.

As pupils move to a new class, plans are put into place to support both the pupil and new staff to enable them to successfully transfer alongside their peers. This may include the organisation of additional visits, sharing of information, creating photo books, meeting new staff and facilitating any appropriate staff training, or a graduated timetable.

The school closely liaises with our local school Leas Park to enable an effective transition to take place. Parents are actively involved and kept fully informed throughout this transition process. The SENDCO is able to accompany parents on visits to a potential Junior, Primary and Special school upon request.

We encourage children to be as independent as possible, in preparation for adulthood. The teaching of life-skills is embedded in our everyday practice, particularly in the early years. We understand that for pupils with significant special educational needs, learning life skills is equally as important as acquiring new skills in reading, writing and maths.

- **Where can I access further information?**

Further support can be found on the SEND Information Page on our school website: www.nettleworth.notts.sch.uk or by contacting our SENDCO (Mrs McHale) via the school office or on 01623 455940 or by email for the attention of office24@nettleworth.notts.sch.uk