Robert Miles Infant School SEND Information Report

& Contribution to the Local Offer

For Special Educational Needs and Disability (SEND)

Reviewed September 2025

1. Introduction

At Robert Miles Infant School we aim to provide a safe, inspiring and engaging environment in which all our children can thrive. An environment where they can develop the skills needed to become valued members of their communities. We are committed to developing the whole child, supporting them in achieving their full potential, physically, academically, socially, spiritually and emotionally.

We aim to challenge everyone within our school to achieve their best. To be self-disciplined, honest, to care for each other and their environment and to show respect for others. We believe that everyone is entitled to an engaging and meaningful experience through an appropriate, wide and balanced curriculum, which inspires everyone to learn and achieve, whilst valuing the uniqueness of every individual and their beliefs.

We are committed to ensuring everyone within our school feels valued, supported and equal.

We work together to reach our full potential.

Robert Miles Infant School strives hard to ensure that all pupils:

- Have a wide and balanced curriculum which is adapted to meet individual needs
- Can learn and make progress according to their individual developmental starting points
- Have attainment assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as required

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of quality-first, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs & Disabilities Co-ordinator, Samantha Holt, (SENCo) who is responsible for the management of provision and or support for identified pupils with SEND. She will support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

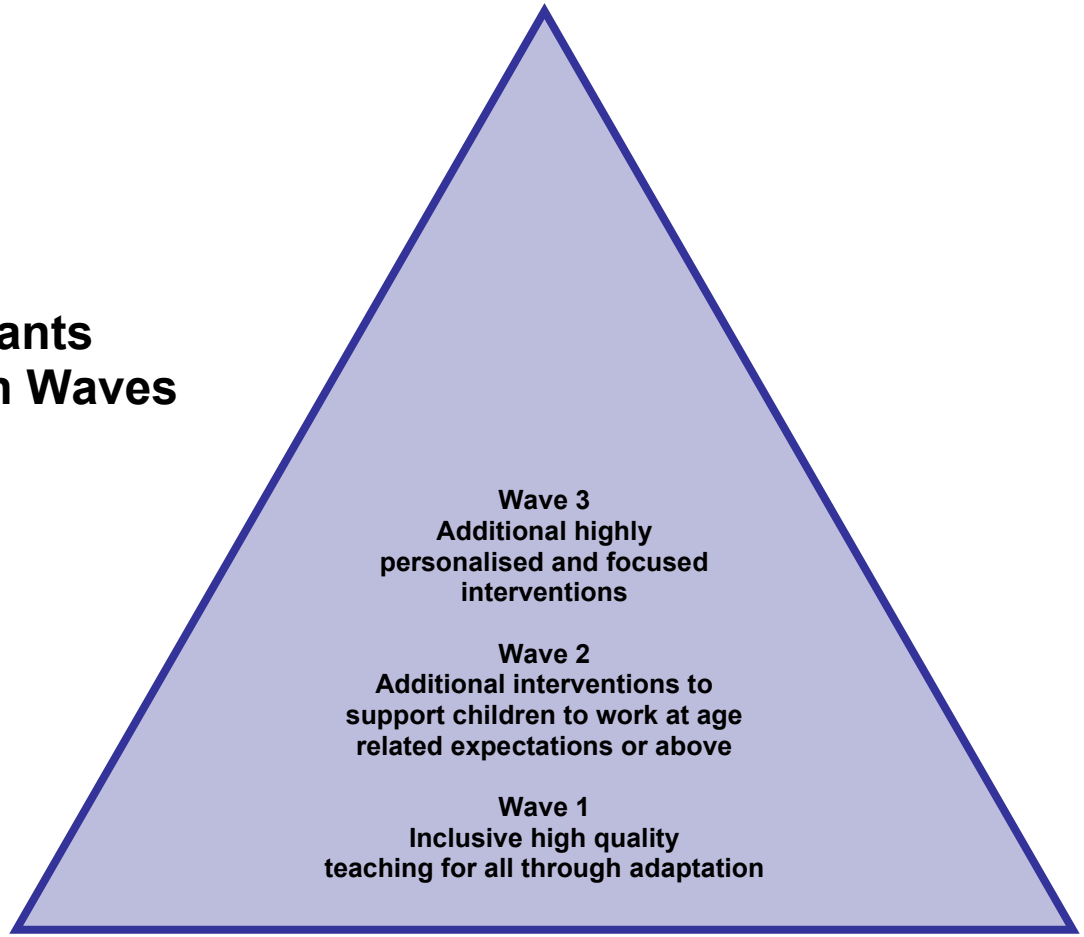
2. ‘Areas of Need’ Explained

The Code of Practice (September 2014) states that there are four main areas, which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
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. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. **Understanding / Receptive Language:** May need visual support to understand or process spoken language. May need repetition of language and some basic language to be used to aid understanding. **Speech / Expressive Language:** May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.
Cognition and Learning	**May have difficulties with the skills needed for effective learning such as use of:** • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of 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 disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.**
Social, Mental and Emotional health	**May have difficulties with social and emotional development which may lead to or stem from:** • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
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(s) or equipment.

	• Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

Robert Miles Infants
Provision Mapping in Waves



Robert Miles Infants Provision Mapping.

Area of Need	Wave 1 Whole school approach – quality first teaching	Wave 2 Targeted support for individuals or small groups	Wave 3 Specialised interventions for those with additional needs
Cognition and Learning Moderate Learning Needs Severe Learning Difficulties	Small phonics groups Read Write Inc (RWI) phonics intervention 1:1 phonic coaching Volunteer reading/literacy support	SENCo observation / assessment Parental discussion with SENCo Extra phonics – small groups Maths interventions – Sentence work – small group Semantic word webs Comprehension skills Memory Games Listening Games Numicon	1:1 RWI Reading/writing interventions Precision Teaching - (Reading / Writing / Maths) Fully inclusive curriculum Referral to an Educational Psychologist as required Completion of an EHAF (Early Help Assessment Form) Application for an Educational Health Care Plan Referral to Small Steps SENCo assessments and monitoring to ensure appropriate intervention and access to learning Early intervention for signs of Dyslexia Tracking through B-Squared assessment
Sensory / Medical / Physical Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical Needs Medical Needs	Whole school approach. After school clubs. Outside play areas. A fully inclusive, differentiated & adapted curriculum approach according to individual needs. Audit of environment to consider adaptations (as required). Modification of organisation, routine and environment if required. Access to a base for therapy if required.	1:1 fine motorskills Physiotherapy Play therapy Handwriting practice Extra 1:1 / small group activities. Targeted small group / individual intervention to address specific needs such as: self-help skills, keyboard skills and independence. Physical aids where necessary or where advised by specialists. Parent discussion with SENCo.	Access and liaison with the OT (Occupational Therapist) Referral to PDSS Referral to Neurodevelopment Behaviour Support (NBS) Access and liaison with Physiotherapist SENCo assessments and monitoring to ensure appropriate intervention and access to learning Identified key worker SENCo to lead provision Extra support and access to appropriate ICT interventions

Communication and Interaction Speech, Language and Communication. Autistic Spectrum Disorders.	Drama / Role play Peer interaction Outdoor learning activities / areas to support environmental learning Role play Puppets Full inclusion in all school assessment and tasks Clear verbal instructions / explanations which can be simplified along with visual or concrete support Visual timetables Signs & symbols	Small group RWI phonics Circle of friends A range of technology to support learning Nurture activities Lego Therapy Music interaction	1:1 speech therapy Support from Language Lead NELI (Nuffield Early Listening Intervention) Referral to NBS
Social, Emotional and Mental Health	All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. As according to our school values. Small group activities to address needs Opportunities for children to talk about any fears, confusion and worries. Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children Continuity of care and minimal disruption of routines during a crisis e.g breakfast club JIGSAW PSHE scheme of work used throughout school	Nurture Group Reflection or 'Thinking Time' Play therapy Circle of Friends Talk time Feelings management Empathy Behaviour logs Self Esteem Anxiety or trauma management ELSA x 2 trained support staff. Nurture	Referral to CAMHS (Child and Adolescent Mental Health Services) Support from Rushcliffe Primary Behaviour Partnership Completion of an Early Help Referral to Educational Psychologist Assessment Form (EHAF) Referral to NBS Consultation with Primary Mental Health Team Application for an Educational Health Care Plan (EHCP) Full inclusion in all school assessment and tasks SENCo assessments and monitoring to ensure appropriate intervention and access to learning

3. Commonly asked questions and answers:

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

Our School has a Special Educational Needs & Disabilities Co-ordinator, Miss Samantha Holt, (SENCO) is responsible for the management of provision and / or support for identified pupils with special educational needs and disabilities (SEND). She will also coach and support teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

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

Talk to us – first contact your child's class teacher. If you require more information contact our SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

Children may be identified as having SEND through a variety of ways including the following:-

- Liaison with previous provision/nursery
- Child performing below age expected levels
- Concerns raised by Parent
- Through termly Pupil Progress Meetings held between the Teachers & Head teacher
- Concerns raised by teacher, eg: behaviour or self-esteem issues that are affecting performance
- Liaison with external agencies
- Health diagnosis through pediatrician / doctor

The class teacher monitors progress of each child and notes areas where further support is needed. As a school, we track children's progress from entry through to Y2.
Children who are not making expected progress are identified through our termly Pupil Progress Review meetings with the Class teacher and Head / Deputy Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

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

Our SENCO will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with children with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) or a Care Assistant (CA) working with your child either individually or as part of a group, as necessary. The regularity of these sessions will be explained to parents when the support starts.

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?

We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
In school we may set individualised targets and we will review progress each half term. We use these targets to monitor pupils' progress academically against age related expectations and update or adjust the targets. This may involve breaking the target into smaller steps or using a different approach to ensure progress is made. Children may move off or on to the SEND register throughout the year.
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 EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. Children on the SEND register will be offered a Review with the SENCO in the Autumn & Spring term as well as the standard Parent /Teacher review meetings in the Autumn & Spring Term.

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

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account the particular individual needs of pupils with SEND within the classroom.

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

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Appropriate resources will be available to support children as necessary.

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

As a school, we place high importance on the parent-teacher partnership & we will always do our best to keep you informed & involved in any

discussions & decisions that are made about your child. We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information the SENCO is available to discuss support in more detail.

f) How will my child be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

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

We are an inclusive school that welcomes and celebrates diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at Robert Miles Infant School we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of children 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 SENCO for further advice and support, we have two trained ELSA's in school to support with emotional literacy. At times, we may work alongside outside agencies such as Health and Social Services.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or those required for a long-term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place. School will generally administer prescribed medicines following discussions with parents. We cannot administer medicines for everyday illnesses unless they are prescribed.

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

Special Educational Needs Co-ordinator, Miss Samantha Holt (SENCO)

sholt@rmischool.co.uk

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

Our SENCO, Miss Samantha Holt is currently undertaking the National SENCO Award. She works closely with all staff in school, parents, outside agencies and colleagues across the Toot Hill partnership. She is responsible for co-ordinating the provision made for individual children with Special Educational Needs and Disabilities. Continued Professional Learning across the year is in direct response to particular needs or is accessed within MAT initiatives or the Toot Hill family of school's network.

- Support is available through:
  • Giving advice on issues related to Special Educational Needs and Disabilities.
  • Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
  • Assessments of individual pupils to identify need
- Referrals may be made to a range of other professionals such as: Educational Psychologist and Speech and Language Therapist.

b) What specialist services and expertise are available or 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: Rushcliffe Primary Behaviour Partnership, Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Pediatricians, OT (Occupational Therapist), Bingham Children's Centre and the Speech & Language Therapy service (SALT). We also work very closely with Social Care and the Education Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.
Our school staff have experience with working with Looked After Children (LAC), children with attachment disorders and those with diabetes & other medical conditions, supporting children with Attention Deficit Hyperactivity Disorder (ADHD) and autism (ASD).

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

We ensure that all the requirements of children who have special educational needs are met to the best of the school's ability with the funds available. We may bid for additional funding to deliver provision designed to meet a child's needs that are over and above the £6000 threshold of universal funding.

Robert Miles Infant School is situated on one floor and can be accessed by wheelchair. We also have a disabled toilet. Occupational Therapy, Physical Disability Support Services (PDSS) and Physiotherapy will assess any other resources needed for access in order for us to ensure ease of access and safety for all.

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?***

   The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. We treat all our children as individuals & tailor provision in order to support them to achieve their potential. This will be through on-going discussions with parents.

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

   We value and celebrate children being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
   Additionally, each termly SEND review, the views of your child will be obtained before the meeting where appropriate. If your child has an EHC Plan or an annual review of their EHC Plan, then their views will be obtained before any review meetings.

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

   First point of contact would be your child's class teacher to share your concerns.
   You could also arrange to meet Miss Holt our SENCO.

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

    Mrs Sally Marshall is the named governor for SEND. She meets with the SENCO and is updated on changes, needs in school, current concerns and budget.

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

    Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

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

i) <u>Join the school?</u>

Pupils due to start in Foundation, each September, are given a series of visits to school to meet their new class teachers and to see their new classroom. If a child with SEND is already working with SIS (SEND Inclusion Services) then they will contact school in the Summer term prior to the child joining in the September, to advise school of the child's needs & to discuss whether there is a need to bid for additional funding.

ii) <u>Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?</u>

At the end of Year 2 the Y2 pupils visit the Junior School, additional visits are made for pupils with high anxiety or other needs. In addition, the Y3 teachers visit our school to teach the children in their own environment. TA's from the Junior School also make several visits to us to meet and work with children with SEND and their TA's. We may write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties. The SENCo from Robert Miles Juniors, Mrs Wallace meets with Miss Holt to discuss transition arrangements & specific needs.
School and/or Parents may also feel the need to arrange several transition meetings between the schools in order to alleviate pupil concerns.
We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

13. Where can I access further information?

Please visit our school website: www.rmischool.co.uk

Or contact us:

Robert Miles Infant School

School Lane
Fairfield Street
Bingham
Nottinghamshire
NG13 8FE Tel: 01949 83742