SEN Information Report

Prospect Hill Infant and Nursery School

Autumn 2025

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

Prospect Hill Infant and Nursery School celebrates the differences between all of our children and young people. We value the contribution which every member of each school makes to the school community and the community as a whole.

The five broad 'areas of need' recognised by Nottinghamshire Local Authority are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Physical and Medical

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?

Pupils have special education needs if they have a learning need that calls for special education provision to be made. Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders the child from making use of educational facilities of a kinds provided for children of the same age in other schools within the Local Education Authority
- Is under compulsory school age and falls within the definitions above or would do so if special educational provision was not made for them
- Receive additional input because they have exceptional ability in any area (refer to Gifted and Talented Policy)
- Pupils must not be regarded as having a learning difficulty solely because of language or the form of language of their home is different from the language in which they will be taught.

If you have concerns that your child may have special educational needs you should in the first instance speak to your child's class teacher. The class teacher will offer support and advice. They will raise your concerns with the SENCO who may set up a child centred review to further identify the child's needs and any actions to be taken.

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

In order to evaluate the effectiveness of our provision for pupils with SEN the school regularly encourages feedback from staff, parents and pupils.
The SEN Policy is reviewed annually by the SENCO, Headteacher and Governors.

The progress of all children in school is monitored termly through the school tracking system, EAZMAG. Reports can be created to show specific children or groups of children. The data for vulnerable children is analysed by the SENCO. The effectiveness of Interventions that have taken place is also analysed by the Class teacher and then monitored by the SENCO. It is important to see the impact of the intervention, to evaluate its effectiveness and to question why, if it does not move the pupils forward.

Pupil progress meetings and Data meetings take place termly between class teachers and the Head-teacher, this information is then shared with the SENCO. The purpose of these meetings is to identify the next steps for some children and to plan interventions / support for the following half term. Class teachers are responsible for planning interventions and/or support for those children highlighted and creating a provision map showing intervention/support in their class. The provision maps will include entry and exit data for interventions done; which will be then analysed by the SENCO to see if further support is needed.

Where necessary, children may have an Individual Support Plan and/or provision map based on assessment data, Early Years B-squared or based on targets sets by outside agencies specific to their needs. Targets will be set using these assessment levels and are designed to accelerate learning and close the gap. Progress against these targets is reviewed at the end of each term and a future plan made.

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 and development.

Regular book scrutiny, planning scrutiny, Learning Walks and Pupil Interviews are carried out by the Senior Management Team every half term to ensure that the needs of all children are met and that the quality of teaching and learning is high.

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?

The class teacher is regularly available to discuss progress with or any concerns parents may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with parents with the professional involved directly, or where this is not possible, in a report.

Personal progress targets will be reviewed with parental involvement during child centred reviews at the end of every term. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Homework will be adapted as needed to the child's individual requirements and shown to the parents.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Advice on how parents can help children at home is available at any time via class teachers or SENCO.

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

We provide quality first teaching where the needs of the child are met, wherever possible, within the classroom setting. Specific learning needs eg Dyslexia and Dyscalculia are catered for on an individual basis and are adapted to meet the needs of individual children.

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

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Quality first teaching and clear adaptation is the key. Children's areas of need are identified and work is adapted to address their needs.

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

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of 18 primary schools and 2 Secondary schools). Currently school can access funding for children in the Foundation Stage via the LA Early Years Inclusion funding, although this is a 2 year trial period.

For those with the most complex needs, additional funding is retained by the local authority (High level needs funding or HLN). This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.
Children are monitored carefully in the school and if they are displaying significant

difficulties that are impacting on their education then the class teacher initially has a meeting with the SENCO. Together they look at the provision and environment that the child accesses and look for things that can be changed to see if it has an impact. After a graduated response has been considered, including consultation with parents, a support package is arranged. This may include support in the classroom, a referral to Springboard or an application for extra funding.

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

Prospect Hill Infant and Nursery School is an inclusive school, no child is excluded from any part of school life. Where necessary, for example, on a school trip, a child may be supported on a 1:1 ratio by a Teaching Assistant or parents may be invited to support their child if necessary.

We use the electronic system Evolve for visits off site and child specific risk assessments are included, where appropriate, within a school visit risk assessment. Personnel at the visit site are always made aware of any children with additional needs.

Staff will also do a preliminary visit to the visit site prior to the visit.

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

Every child's well-being is our priority. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

For children with additional needs, parents and the child (if appropriate) are involved in the discussion to ensure that any service that is involved in supporting a child, is absolutely right for the child.

For children who find less structured times of the day difficult such as lunchtimes and playtimes we can offer Lunchtime and playtime support through planned activities.

If your child still needs extra support, with your permission the SENCO will access further support through the EHAF process.

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

Jo Smith is the school SENCO. She can be contacted via the school office on **01909 486374** or email josmith@prospecthill.notts.sch.uk

What training have staff supporting special educational needs 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 SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and signposts relevant SEN focused external training opportunities for all staff.

Staff have had training on the following recently:

- Controlling Risky behaviour (CRB) Training
- Health and Safety
- The Graduated response to SEN and referring to the GDA
- Paediatric First Aid
- Initial Thrive Training for all staff
- Thrive training for 2 members of staff
- Using the AET Progression Framework to set personalised targets for children with C and I difficulties

The school also has 2 trained ELSA teaching assistants who can work with children having emotional difficulties.
The school now has 2 trained Thrive Practitioners who are supporting children identified by staff using the THRIVE resources.
The school has a Well-being and Mental Health Lead who can help support children and their families.

SENCO has attended the following training:

- PINS SEN conference
- Completed PINS programme Year 1
- Demand Avoidance
- Using B-squared to assess complex needs

What specialist services and expertise are available or accessed by the setting/school?

1. Educational Psychologists
2. School and Family Support Service
3. Medical Officers
4. Speech Therapists
5. Physiotherapists
6. Hearing Impairment Services
7. Visual Impairment services
8. Social services
9. School nursing
10. Children’s centres
11. Bassetlaw Primary Behaviour Partnership

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

A referral the Physical Disability Service can be made for any equipment that the child may need whilst in school, such as plinths, walking aids, personal care requirements etc. The service also provide training for staff and support in writing health care plans, risk assessments and intimate care plans amongst other types of paperwork as required.
A referral for inclusive technology can also be made if the school feel that they cannot meet the needs of the child with the technology already available in school.
The school has a range of specialist SEN facilities in place. These are:
1. Wheelchair access
2. Medical room for personal care
3. Shower Room
4. Changing Bed
5. Increased access to the curriculum
6. Highly qualified staff

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?

Prospect Hill Infant and Nursery School believes that a close working relationship with parents is vital in order to ensure :
a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
b) continuing social and academic progress of children with SEN
c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, child centred provision reviews, and reports at the end of each academic year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.
If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies 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.

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

The children are involved where possible in monitoring their progress. They are consulted on setting their targets and identifying their own areas of need (where appropriate). The older children are made aware of their attainment and progress made towards their targets. Discussions are had with class teachers and parents about their input towards their targets. Children are also invited to attend meetings if they wish to do so. The views of the child are always sought when preparing for a review with parents and other agencies.

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 by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

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?

Prospect Hill Infant and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Language and Learning Support Service
- Early Years Support Services
- PDSS
- Specialist Outreach Services

The Head Teacher is the designated person for Child Protection, responsible for liaising with Social Services.
Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.
In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

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

Regular meetings with an experienced professional, provides opportunities for parents and school to discuss the needs of a child. The experienced staff member will have the knowledge to refer/signpost parents to services/groups that are relevant for their child’s needs.

Alternatively parents can access Nottinghamshire's local offer website which contains information about services available to families. This can be found at:
http://nottinghamshire.sendlocaloffer.org.uk

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

Join the school/setting?

- Extra Transition visits to familiarise with the setting and staff can be arranged.
- A meeting with the SENCO prior to Transition to discuss specific needs.
- A home visit can be arranged with the SENCO and Class teacher
- Discussions with previous settings and parents to collect a clear picture of the children's needs.
- Transition books/pictures/videos can be arranged so that the children can continue to familiarise themselves at home and share with key family members.
- Shorter sessions and phased entry to Nursery

Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

The SENCO will make contact with the receiving school prior to the child transferring in order to arrange Transition visits to their new classroom and meetings with the new class teacher. Also meetings will be held between key staff, parents and SENCO to discuss needs and provision that needs to be made.
The SENCO works closely with the SENCO at Prospect Hill Junior school. The Year 2 and Year 3 teachers, together with both the SENCO's, will devise together an extended transition package which can take place over a number of months depending on how complex the child's needs are. Staff from the Junior school may visit the child at school and will attend all review meetings leading up to transition. Transition photo books are made, where necessary, and shared with the child and parents.

Prepare for adulthood and independent living?

N/A

Where can I access further information?

Either contact Headteacher, Louise Rose,
SENCO, Jo Smith on 01909 486374 or go to www.**prospecthill**.notts.sch.uk

Jo Smith September 2025