Radcliffe on Trent Infant and Nursery School

Learn, Grow, Achieve Together

Special Educational Needs and Disabilities (SEND) Information Report 2025-26

Date of approval:	Autumn 2025
Date of next review:	Autumn 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website:

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Mrs Kearton

Assistant Headteacher/ SENDCo/ Designated Teacher

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1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyspraxia and traits of dyslexia
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Zoe Kearton. You can contact her on inclusion@rotins.notts.sch.uk or ring the school office on 0115 9112991.

They have 3 years' experience in this role and have worked as a member of our Senior Leadership Team for 8 years. They are a qualified teacher. They are working towards achieving the NPQ SEND Qualification.

Our Inclusion Team is made up of the SENDCo and our school Wellbeing Lead, Mrs N Smith. Mrs Smith is a trained ELSA (Emotional Literacy Support Assistant)

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND. All staff have regular training on Quality First Teaching and this is delivered to a high standard.

All staff have received training on Attachment and Trauma by an external provider. Some members of staff have received Deaf Friendly Training and using basic Makaton signs. All staff have had Relational Schools training and how to modify language for a dysregulated child.

Teaching assistants (TAs)

We have a team of 13 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All our teaching assistants who are trained to deliver some SEN interventions such as 1:1 Phonics, Wellcomm, Talking Tables, Colourful Semantics and Real PE. All staff have had Relational Schools training and how to modify language for a dysregulated child.

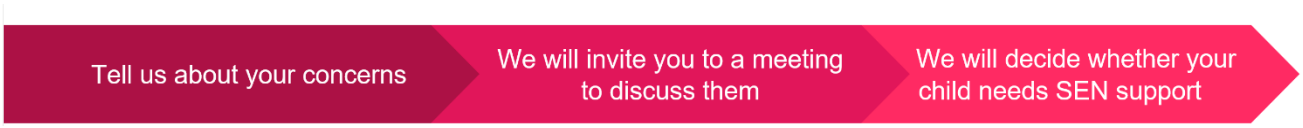
In the last academic year, all TAs have been trained in teaching Read Write Inc. Some TA's have been trained in the delivery of Wellcomm, Manual Handling, Colourful Semantics, Understanding Behaviour, Makaton, Introception training and Lego Therapy.

External agencies and experts

Sometimes we need extra help to offer our children the support they need. Whenever necessary we will work with external support services to meet the needs of our children with SEN and to support their families. These include:

- Speech and language therapists
- Specialist teachers or support services
- SEN Inclusion Service (SIS)
- Rushcliffe Primary SEMH Partnership
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- Healthy Family Team
- Mental Health Support Team (MHST)
- Child and adolescent mental health services (CAMHS)
- Social services

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

A meeting can then be arranged via the main office by telephoning 0115 9112991 or emailing admin@rotins.notts.sch.uk

They will pass the message on to our SENDCo, who will be in touch to discuss your concerns.

You can also contact the SENDCo directly. Zoe Kearton by telephoning 0115 9112991 or emailing inclusion@rotins.notts.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

We are a fully inclusive school and all of our class teachers are teachers of SEN. They are aware of SEN and observe and monitor any children who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a child isn't making the expected levels of progress, they try to find out if the child has any gaps in their learning. If they find a gap, they will give the child extra support to make accelerated progress. Children who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the child is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the child in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

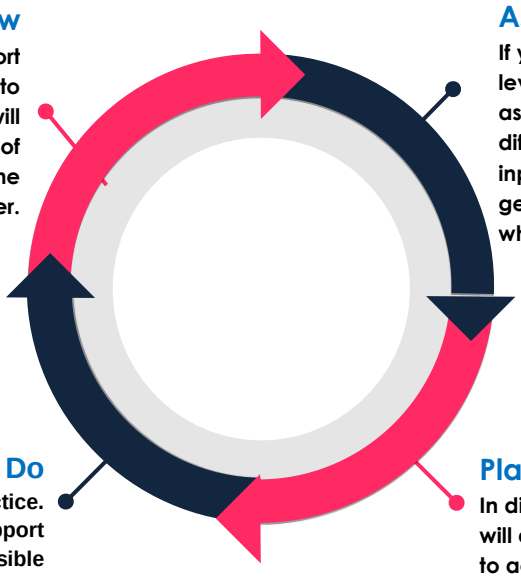
The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.
The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress in the form of the end of year academic report.

Your child's class teacher will meet you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice questionnaire
- Use visuals to express their views, likes and dislikes

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the children in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the child works best. There is no '1 size fits all' approach to adapting the curriculum, we work on an individual basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Adapting our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, the use of widgets and practical resources

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and widgets

We may also provide the following interventions: 1:1 Phonics Tutoring, Number Stacks, Wellcomm, ELSA as well as specific 1:1 speech and language intervention as advised by an external Speech and Language Therapist. We also

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE CHILDREN
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Now and next boards Visuals Use of Makaton
	Speech and language difficulties	Speech and language therapy Wellcomm
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	1:1 Phonics tutoring Number stacks Physical Literacy Writing slope Real PE intervention
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Provide fidget toys
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA

Sensory and/or physical	Hearing impairment	Positioning of child in the classroom Wearing radio mic
	Visual impairment	Limiting classroom displays Calm, orderly classrooms with neutral colour tones
	Physical impairment	See our school Accessibility Plan

These interventions are part of our contribution to Nottinghamshire County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

Reviewing their progress towards their goals each term

Reviewing the impact of interventions each term/ half term

Using pupil voice questionnaires

Monitoring by the SENDCo

Using our internal tracking system/ BSquared/ Provision Map to measure progress

Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is required then the SENDCo will bid for this through our Family of Schools additional funding. This will be with guidance from our Family SENDCo, Annie Holmes.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities are available to all our children, including our before and after-school clubs. All children are encouraged to go on our school trips. All children are encouraged to take part in whole school events such as, sports day, Christmas plays, class assemblies and our end of year carnival.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admission arrangements for *all* children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

We will work very closely with families, our nursery, external pre-school settings and other stakeholders involved with our children. Information regarding admissions to Radcliffe on Trent Infant and Nursery School is available on the school website.

Admissions - Radcliffe-on-Trent Infant and Nursery School

13. How does the school support pupils with disabilities?

Our school aim to treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

At Radcliffe on Trent Infant and Nursery School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Radcliffe on Trent Infant and Nursery School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual or groups of children. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- disability
- age
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation.

Children with special educational needs have a right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfES Special Educational Needs Code of Practice 2015

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

Our accessibility plan can be found on our school website.

accessibility-plan-2023-2026..pdf

14. How will the school support my child's mental health, and emotional and social development?

"Mental Health is a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

(World Health Organisation)

At Radcliffe on Trent Infant and Nursery School, we aim to promote positive mental wellbeing for all our children, staff, families, and the community. Our Inclusion Team meet regularly to review all aspects of provision and support in school, and discuss how we can continue to improve wellbeing for all members of our school community. In addition to promoting positive mental wellbeing, we aim to recognise and respond to poor mental health. We recognise that children in all classes may be experiencing challenges with mental health issues.

We aim to create and promote a safe and stable environment for children affected both directly and indirectly by mental health and to signpost individuals and families to relevant and appropriate organisations for support.

Supporting Pupils

We believe we have a key role to play in promoting children's positive mental health and wellbeing. Our school has developed a range of strategies and approaches including:

- Transition support between classes and to Radcliffe on Trent Junior School
- Quiet calm areas in all classrooms
- Positive play opportunities at playtimes lead by a trained member of staff
- Forest School provision
- PSHE - JIGSAW
- ELSA and dedicated Inclusion Team
- Circle Times
- Daily outdoor run
- Quality Before and After School provision
- Promoting healthy lifestyles through diet and exercise to support mental health and well-being
- Wellbeing Lead in school

Our School Approach

Our approach supports social and emotional development through a balanced and well planned and supported curriculum, clear values and ethos, enhanced outdoor provision, quality continuous provision, and a nurturing environment.

We aim to provide:

- Support for children and families who are experiencing emotional, social or behaviour difficulties.
- We provide a safe and calm environment for children to develop their skills.
- Enable children to take pride in their achievements and enhance self-esteem.
- Help children to manage their feelings and develop skills to enjoy and participate in school life.

- Use positive approaches to manage all behaviours.
- Embed our Rainbow Values in every aspect of school life and provision.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help children with SEN be prepared for a new school year we:

Ask both the current teacher and the next year's teacher to attend a final Support Plan meeting of the year when the pupil's SEN is discussed

Hold transition staff meetings so class teachers can pass over information about the children

Have transition days with the whole class, as well as having smaller group or 1:1 visits to the new classroom/ meet the new teacher.

Between schools

When your child is moving on from our school, we will share information regarding with the new setting.

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEN support.

Between Key Stages: Radcliffe on Trent Junior School

The SENDCo of the Junior school meets with our SENDCo to discuss the needs of the incoming children near the end of the spring term.

We arrange meetings with the parents/carers of SEN children/ current class teacher and both SENDCos in the summer term.

Children will be prepared for the transition by:

In class discussions

Additional transition visits to the Junior school

Radcliffe on Trent Junior school staff coming to current classes to meet the children

Transition books to take home over the summer holidays

We set up children with a buddy from the year 5 to help them get settled in and make friends.

16. What support is in place for looked-after and previously looked-after children with SEN?

Zoe Kearton is our school Designated Teacher and will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances, and what the implications are for teaching and learning. Being looked after or previously looked after does not mean that a child will automatically have SEN needs.

Children who are looked-after or previously looked-after and identified as having SEN will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will

make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve the concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy. This can be found on our school website.

18. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCo – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages