



William Lilley Infant and Nursery School Local Offer



Special Education Needs and Disability (SEND)
means that a child is facing specific challenges with some area of school life at the moment.

It may be that your child is struggling with their learning and needs to work at a slightly different pace to that of their peers.
It could be that your child has an emotional or social issue or a physical disability.

Some of these difficulties last for only a short time, some may continue throughout your child's education.

We believe that in order to help your child make progress there needs to be a good partnership between
school and home.

The government has given schools clear guidelines on how we can achieve this in the SEND Code of Practice. Parents can also help by informing school of any known physical, social, emotional difficulties or if they have any concerns. If these are shared before a child enters school, appropriate support can be agreed and arranged.

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

Here at William Lilley Infant and Nursery School, we believe that *all* our pupils are individual, different and special and we strive to get to know them well and to support them by responding to who they are, what they need to be happy and to make progress.

We aim to do this in a number of ways:

a. High quality differentiated classroom teaching

- We pride ourselves on offering a broad and stimulating curriculum, delivered using a variety of approaches which take into account different learning styles. We have high expectations of all our pupils and aim to make them all enthusiastic and proficient learners,
- Rigorous assessment and tracking allow us to ensure that children meet challenge and experience success according to their current level of development. Class work is differentiated to allow this to happen,
- Sometimes, in order to meet the needs of particular pupils, teachers will use specifically adapted resources. Visual cues, pencil grips and other practical resources are used routinely to make the curriculum more accessible to certain learners. Visual timetables using symbols, eg Makaton, are displayed in all classes.

b. Specific small group work. (Intervention Groups)

- Where a class teacher identifies that a child has a particular difficulty with an aspect of school life (this can be as diverse as fine motor skills, or social skills as well as more obvious things such as reading and writing) they may set more specific targets to address these difficulties. In many cases, there will be other pupils with similar needs who can work together to build skills and confidence in a small, supported group situation,
- These groups may be run within the class by the teacher or with one of our highly skilled teaching assistants,
- Some of the children accessing intervention groups may be identified by the class teacher as needing some extra support in school and in partnership with parents, may be added to the SEND or SEND concerns register.

c. Specified Individual support.

- For a very small number of pupils with the highest level of need, individual support for part or all of the day may be required. This is accessed through the **AFN** (Additional Family Needs) or **HLN** (High Level Needs) processes for those with significant needs,
- In some cases, support from outside the school will be sought to identify needs and support in more detail. In these cases, termly review meetings involving parents, class teacher, and outside agencies such as Speech and Language Therapist, Educational Psychologist, School Nurse, SFSS, Occupational Therapist and Physiotherapist will be held to evaluate progress and give an overall view of the child's progress and difficulties.

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?

Early identification of pupils with SEND is a priority for our school. All teachers, alongside parents and other staff, are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

a. Concerns in school

- When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not resulted in expected progress, the teacher will bring this to the attention of the SENDCo – Miss Trudy McMahon,
- There are regular meetings with your child's class teacher and the Headteacher to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected, and the SENDCo will be alerted,
- In consultation with the SENDCo (who will also monitor progress from this point), the teacher will discuss the best approach to support the child; this might involve arranging checks of vision or hearing, putting different strategies in place in class, or referring to an intervention group or an outside agency, such as Speech and Language Therapy,
- The Governors Monitoring Group also meet monthly to monitor children's progress within school.

If your child is still not making expected progress the school will discuss with you:

- any concerns you may have, or any additional information you may have regarding family history or medical conditions,
- any further interventions or referrals to outside professionals which may be necessary to support your child's learning,
- how school and home can work together to support your child.

b. Parental Concerns

- If you have concerns about your child's progress you should speak to your child's class teacher in the first instance,
- If you require further information please make an appointment to see the SENDCo.

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

- Pupil progress is monitored on a termly basis in line with the SEND Code of Practice,
- Children who have been identified as having additional needs may also have an Individual Education Plan (IEP). This will be shared with and signed by you at a meeting with the class teacher. Smart targets, as identified on the plan, are reviewed termly with the SENDCo and new targets agreed,
- The SEND Governor meets the SENDCo termly to evaluate the effectiveness and the impact of SEND provision across the school,
- There are termly Governors meetings to evaluate progress for all SEND children across the school,
- The Full Governing Body receives termly reports from the Head Teacher regarding SEND,
- Evidence collected will help to inform the School Improvement Plan (SIP).

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

- Your child's progress is continually monitored by their class teacher who works closely with the SENDCo, specialist teaching assistants, the family SENDCo and the SEND governor,
- If your child is in the Foundation Stage, (Nursery / Reception) progress is monitored regularly against the Early Years Foundation Stage Curriculum Framework and Development Matters document, which uses 'best fit' judgments to measure progress against age related expectations across all the areas of learning,

- If your child is in Key Stage 1 (Years 1 and 2) progress is tracked termly in Reading, Writing and Maths and Foundation Subjects and discussed between the Assessment Co-Ordinator and class teacher. Progress in other areas such as attendance, engagement in learning and behaviour is also monitored,
- Termly IEP reviews with the SENDCo allow for regular scrutiny of progress towards specified targets and the effectiveness of interventions,
- If your child is identified as having significant needs, we may use a more sensitive assessment tool which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels',
- For children with a significant delay below that of their peer group we use more specialised assessment tools such as B Squared,
- The Governors Monitoring Group analyses performance data of SEND children and compares it to national comparative data on an annual basis,
- The progress of children with a EHC Plan is formally reviewed at an Annual Review and mid-year review with all adults involved with the child's health, education and development,
- A range of ways will be used to keep you informed, which may include:
 - o IEP review meetings
 - o Parent consultation meetings and informal 'catch ups'
 - o Messages in reading diaries/letters/certificates sent home
 - o Additional meetings as required
 - o Annual Reports to parents
 - o Feedback from professionals observing your child in class.

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

- At William Lilley Infant and Nursery School we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to a broad and balanced curriculum and are fully included in the school community and all its activities. If required, pupils have access to a Sensory Room where they can access a variety of multi-sensory resources designed to encourage development of skills,
- An additional withdrawal space has been recently added to the Reception building to be used as required to meet the needs of our children,
- On occasion, further advice on teaching methods is sought from a range of outside professionals.

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

- Class teachers within our mainstream classrooms and plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible,
- Experienced Teaching Assistants work alongside the class teacher to implement the differentiated planning to support the needs of your child where necessary,
- Specific resources and strategies will be used to support your child individually and in groups.

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

- The school budget, received from Nottinghamshire LA, includes money for supporting children with SEND. This is called Place Funding. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors and the SENDCo, on the basis of the needs of the children on the SEND register.
- For a very small number of pupils with significant needs, the SENDCo can apply for additional funding through the Additional Family Needs (AFN) process. This involves moderating a bid for funding across schools in the whole Family of Schools (in our case George Spencer Academy Family),
- All resources/training and support are reviewed regularly and changes made as needed,

- For children with exceptional needs further funding can be sought from the Local Authority through a bidding process. This is known as High Level Needs funding (HLN).

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

We aim to make sure that children with special educational needs are able to take part in all the activities of the school, including extra-curricular activities. Pupils will be supported during such activities by an additional adult where necessary. Risk assessments will be completed to support your child fully in these activities. Pre-visits by staff to venues outside of school ensure that all the children's needs are catered for.

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

- At William Lilley everyone in the school community is guided by our vision statement:
"Proud to achieve together"
- We use Growth Mindset strategies to build resilience and enhance pupil wellbeing e.g. Brilliant Breathing by Tamba Roy.

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 practice relating to the needs of pupils with SEND,
- The SENDCo attends relevant SEND courses, the annual Nottinghamshire SEND conference and Family SENDCo meetings. They facilitate/signpost relevant SEND focused external training opportunities for all staff,
- Where specific training (e.g. in hearing impairment / Autism Spectrum Condition or other specific conditions) is needed for staff this is arranged via our Family SENDCo,
- We recognise the need to train all our staff on SEND issues. The SENDCo and Headteacher ensures that training opportunities are matched to school development priorities. As part of our Family of Schools we are also invited to attend regular staff training on a variety of subjects related to SEND,
- All staff have had Makaton training as part of our Talking to Learn package.

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

Specialist services which may be accessed by school *if the pupil meets the thresholds* of those external services include:

- CAMHS (Children and Adolescent Mental Health Service)
- Speech and Language Therapy Service including specialist ASD therapists.
- Occupational Therapist and Physiotherapist
- Schools Inclusion Service (which includes specialist teachers and TA's)
- PDSS (Physical Disability Support Service)
- Health Families Team
- Stapleford Children's Centre.
- Educational Psychologist
- Hearing Impaired Team
- Parent Partnership Service -Independent Support
- SBAP (School Behaviour and Attendance Partnership)
- Counselling services
- Play Therapy via SBAP

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

- The school is accessible to children with physical disability as everything is either on one level or accessible via a ramp,
- Each building has an easy access bathroom with a changing plinth,
- We aim to ensure that equipment used is accessible to all children regardless of their needs,
- Additional equipment such as specialist furniture or building adaptations for children with specific disabilities is arranged through the Physical Disability Support service.

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

- Before your child starts in our Nursery or Reception class you will have a visit from their new teacher, we find this helps us to develop and build a strong partnership between home and school,
- We encourage all parents to share information about their children with us and we make every effort to be available to them,
- We encourage all parents to communicate with their child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and at school and can share what is working in both places,
- We have termly parent consultation meetings to discuss progress and to share strategies that we are employing in school,
- All pupils with identified special educational needs will also have an IEP (Individual Education Plan). These are reviewed termly and parents are invited to discuss previous/new targets with the class teacher. There are termly Multi Agency meetings including the SENDCo and professionals where appropriate.

In addition to this;

- The SENDCo is available by appointment to meet with you to discuss your child's progress or any concerns/worries you may have,
- Any information from outside professionals will be discussed with you by the visiting professional involved directly, or where this is not possible, in a report,
- 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,
- If your child has significant needs it may be advisable to start applying for an Educational Health Care Plan. This is a legal document which can be requested by parents and/or school. The Local Authority will organise this and they will ensure that you fully understand the process.

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

- All pupils who require an IEP have one that is 'child friendly'. Their targets are shared with them in a more accessible form. They have the opportunity to review this with the TA who has worked with them, discuss how well they have made progress towards their targets, talk about what they enjoy and any difficulties they may have. These are referred to during the IEP review process.

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 an appointment can be made for them to speak to the SENDCo, who will be able to advise on formal procedures for complaint which are also set out in the school's complaints procedure.

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 special educational needs and supporting the families of such pupils?

- There is a named Governor in charge of Special Needs in school. Their role is to oversee SEND in school, evaluate the provision of SEND and ensure a consistent whole school approach to Special Needs through the use of Local Authority specialist support services. They meet with the SENDCo termly to monitor policy and practice and to oversee how additional SEND funding is spent,
- The Governing Body evaluates and discusses the impact of these services termly at committee meetings to ensure all children's needs are met.

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

The SENCo will signpost parents and carers to relevant organisations and services through the:

- Local Offer which explains services available to children/young people and parents to meet the childrens needs,
- School Notice board,
- meetings where there is the opportunity to explore the needs of the child and the impact of their SEND on their wider family,
- Information can also be accessed in school via the School Office and the Head Teacher.

How will the school/ prepare my child to join the school/setting?

- We have a well-established process of home/school visits to ensure the safe and happy transition of your child to our nursery and school,
- This includes a home visit for new Nursery and Reception starters and a programme of 'stay and play' sessions. Reception have half day visits and 'staggered start' for new pupils,
- In both Nursery and Reception there is the opportunity for parents to visit the school and to attend an introductory meeting before their children start school,
- A 'Passport', i.e. a book with photographs of new staff, children and cloakroom etc are prepared by TA's and shared with the child and parents prior to entry,
- For children with significant needs, the SENDCo would be alerted to this by SFSS and invited to a 'Team around the child' (TAC) meeting often held at the CDC so that appropriate training can be organised and, if necessary, to give the SENDCo an understanding of the child prior to entry,
- If a child has an identified SEND before starting school, we would arrange a transition meeting where we could ensure that we were prepared to meet the needs of the child before they start school. We might also arrange a phased entry into school.

If your child is joining us in Years 1 or 2 and transferring from another school:

- We will contact the SENDCo of your child's previous school to discuss the support that your child will need in school,
- If your child would be helped by making a booklet on the features of their new classroom and timetable, then it will be made for them,
- The school SENDCo can attend SEND review meetings, where practicable, to discuss the child's needs in advance of them starting in a new class.
- Additional visits can be arranged where it is felt it would benefit the child.

How will the school/ prepare my child to transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

If your child is in Year 2 and transferring to Fairfield Primary School Year 3 or moving to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. They will be invited to the final IEP review meeting/Multi agency meeting of the year, where you can meet them and raise any questions you may have,
- We will make sure that all records about your child are passed on as soon as possible,
- The SENDCo will discuss the specific needs of your child with the SENDCo of their receiving school in advance of the IEP meeting as appropriate,
- If appropriate we will arrange a series of accompanied visits to the new school, provide a photograph booklet to aid with transition and invite staff from the new school down to see your child in a familiar setting.

Where can I access further information?

Please contact the School Office by
calling 01159 179 277 or by
emailing office18@williamlilley.notts.sch.uk

Or access:

The Local Offer' - www.nottshelpyourself.org.uk
Parent Partnership Service - www.ppsnotts.org.uk
Stapleford Children's Centre - 01159 162 770