



# **William Lilley Nursery and Infant School**

## **Special Educational Needs and Disability Information Report – July 2025**

### **Aims and Objectives**

This report explains how William Lilley Nursery and Infant School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014 (updated in 2015), Equality Act 2010(Amendments 2024)).

William Lilley Nursery and Infant School is a mainstream school. Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic well-being. We are committed to providing, for each pupil, the best possible environment for learning.

THE SEND AIMS OF THE SCHOOL are:

- To ensure that all pupils have equal access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that Parents/Carers of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practical, in decisions affecting their future SEND provision

### **ADMISSIONS**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND.

### **INCLUSION**

This report builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

We recognise that many pupils will have special needs at some time during their school life. In implementing our SEND policy, we believe pupils will be helped to overcome their needs. The School Improvement Plan is used to highlight areas for development and SEND policy and practice is part of this process as and when required. The information within this report has been the subject of consultation with parents and school staff. All Staff have read though this policy during staff meetings and are committed to its principles. If you require further information about the provision for SEND in the school please talk to the class teacher of your child or contact the Special Educational Needs Co-ordinator (SENDCo).

## **Identification and Assessment of SEND**

At William Lilley Nursery and Infant 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 the National Curriculum and are integrated into all aspects of the school. Where this is not appropriate, a specialised learning environment is available.

The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers 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. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress throughout the school through:

- Evidence obtained by teacher observation/assessment (informal and formal processes, through observation in the classroom, assessment of children's work)
- Their performance in N.C. judged against past level descriptors (previous Nationwide levels for academic subjects), William Lilley tracking grids and B Squared Assessment.
- Standardised screening or assessment tools (SATS tests, reading tests etc)
- Screening and Diagnostics tests
- Reports or observations (By SENDCo, outside agencies)
- Records from feeder schools (Notes from Nursery/Pre school provision, private daycare)
- Previous NC results (How well the children have achieved against National expectations in Numeracy and Literacy in the past) and William Lilley tracker grids
- Information from Parents/Carers (Informal discussions, formal discussions at parent's evenings, report feedback etc)

Ongoing monitoring and assessment of the above points allow staff to review progress and adapt provision, as appropriate, for all children in the school.

Children are formally assessed (previously National Curriculum levels) at the end of each term. Formal parents evenings are in October and February.

At William Lilley Nursery and Infant School we have a team of staff who have SEND as their main focus. The SEND Governor is Aiden Billingham. Mr Billingham ensures that the SEND Code of Practice 2014 is adhered to at William Lilley Nursery and Infant School by checking that we have robust systems in place that meet the needs of our children. The SENDCo is Trudy McMahon. Miss McMahon co-ordinates the provision that the SEND children in our school are provided with. She ensures that it meets the needs of the SEND children so that they can progress to their potential. She liaises with agencies that support our school in providing for SEND children.

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. New children joining school are assessed in the following ways. When children join in Foundation 1, we use a combination of Baseline Assessments, parental views, teacher observations and previous settings records; the same applies to a child entering KS1. The records provided help the school to design appropriately differentiated learning programmes. For pupils with identified SEND, the SENDCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning needs
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve Parents/Carers/Carers in a joint home-school learning approach

If a parent believes their child has special educational needs in the school, please talk to the class teacher of your child or contact the Special Educational Needs Co-ordinator (SENDCo).

### **Provision**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teachers through a differentiated curriculum
- Periods of withdrawal to work with a teacher, support teacher, teaching assistant,
- In-class support with adult assistance (1:1 or group)
- Attendance at a specialised learning group within the school, full- or part-time
- Support from specialists within class or as part of a withdrawal programme
- Specialist programmes of study to support specific need, for example, nurture programmes
- Specialist equipment as needed, for example, writing slopes, laptops, large print reading texts

The Headteacher always has the final decision on support and resources to be provided, under guidance of the HLN funding system used in Nottinghamshire.

A child on the SEND register is characterised by interventions that are different from or additional to the normal differentiated curriculum provided for each child in school.

Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have Sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with Parents/Carers, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will

remain responsible for planning and delivering individualised programmes. Parents/Carers will be closely informed of the action and results.

#### NATURE OF INTERVENTION

The SENDCo, in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training
- Seeking an Education Health Care Plan for the child to support their needs
- Seeking HLN funding for the child to support their needs

Any children identified with a significant learning need, those with behavioural/social and emotional problems or those requiring extra support with a disability (refer to disability policy for definitions) are provided by the classteacher, with an IEP, highlighting the planned support for that children and the targets to be met to progress to their potential.

These IEPs are shared with parents and carers to ensure everyone is aware of progress being made by the child, the targets that are set to ensure the child progresses and achieves and strategies that can be used by all adults in contact with the child to support their learning.

Children who receive HLN funding or AFN funding also have a provision map to detail how the funding is spent.

### Current situation

The tables below show the proportion of SEND within the school this year.

	F1	F2	Year 1	Year 2
July 2022	7	3	7	13

Number of external funding bids made this year:

	F1	F2	Year 1	Year 2
AFN	3	3	0	4
HLN	0	0	0	2

### Effectiveness of SEND Provision

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers

- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where Teachers decide that a pupil's learning is unsatisfactory, the SENDCo is the first to be consulted. The SENDCo and teacher will review the approaches adopted. Where support additional to that of normal class provision (Universal Provision) is required, it will be provided through SEND support. The child will be added to the SEND register for the whole school and an IEP will be created to highlight the support the child will receive.

If adequate progress is not seen, additional funding will be sought through the Family SENDCo to provide additional support for learning needs.

Where concerns remain despite sustained intervention, the school will consider requesting an Education Health Care Plan. Parents/Carers will be fully consulted at each stage. The provision available in Nottinghamshire schools is detailed in the Local Offer.

## REQUESTS FOR EDUCATION HEALTH AND CARE PLANS

A request for an Education and Health Care Plan will be made by the school to the Local Authority if a child has demonstrated significant cause for concern and all agencies involved with the child agree that an Education and Health Care Plan would be beneficial in enhancing the provision for the individual child. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's Special Educational Needs/Disabilities and any other action taken to deal with those Needs/Disabilities, including any resources or Special arrangements put in place.

The evidence will include:

- Previous Individual Education Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Previous National Curriculum attainment levels in literacy and numeracy and William Lilley tracker grids.
- Education and other assessments, for example from an advisory Specialist Support Teacher or Educational psychologist.
- Views of the parents.
- Views of the pupil.

The parents/carers of any child who is referred for an Education and Health Care Plan will be kept fully informed of the progress of the referral and where appropriate involved in all meetings regarding this process. Children with an Education and Health Care Plan will be reviewed each term including the statutory annual assessment. The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year
- Review transition arrangements for the coming year

With due regard for the time limits set out in the Code, the SENDCo will write a report of the annual review meeting and SEND it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

## RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

Information from Parents/Carers

Information on progress and behaviour

Pupil's own perceptions of needs

Information from health/social services

Information from other agencies

## GENERAL LEARNING NEEDS

The SEND Code of Practice defines adequate progress for pupils with general learning needs as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and Parents/Carers
- Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.
- The Code of Practice advocates a graduated response to meeting pupils' needs.

Through the thorough systems in place at William Lilley Nursery and Infant School the teachers, SENDCo and Governing Body ensure that every system is in place to support every child to achieve their potential.

Teachers and teaching assistants will continually assess pupils informally to ensure they are progressing. Progress is shared with parents through their child's provision map or IEP and suitable new targets are set.

Where and when appropriate, parents will be invited to meet with the SENDCo or other outside agencies to discuss the needs of the child, their progress and future targets for their provision. This can be supported by the Early Help Assessment Framework process to provide a holistic approach where support is required in several areas which could include learning, social/emotional and behavioural.

By each review date, IEPs that each child on the SEND register receives are annotated to include the progress made against the targets set on the map. This progress is shared with the Senior Management Team within school. If progress is not adequate targets or interventions may be adapted or further support may be put in place for the child. See provision section above.

Progress data is collected each term for all children, including those with SEND and shared with the Senior Management team, Leadership Team and Assessment co-ordinator. Data is analysed to ensure progress is effective and intervention support is robust. For further individualised information regarding your child, please make an

appointment at the school office to meet with the SENDCo who can offer more information on this.

Assessment data for SEND children is reported to the Governing Body to enable them to monitor and evaluate the effectiveness of provision.

## **Social and Emotional wellbeing**

Pastoral, social/emotional and behavioural support is available from all members of staff at William Lilley Nursery and Infant School. We are all committed to ensuring that we meet the social needs of all children, including those with SEND, in order to allow them to thrive and meet their potential.

At William Lilley Nursery and Infant School we pride ourselves in offering a wide range of extra curricular activities to support and enhance the curriculum. These take place on Friday afternoons, after school and are run by teachers, teaching assistants and external providers. All children, including those with SEND are invited to attend these activities and provision will be made as required, for example, specialist equipment, extra members of staff. Support is offered with the application process and the placement, as and when required.

All children at William Lilley Nursery and Infant School, including those with SEND are included in all aspects of school life and provision is in place to ensure we are inclusive for all children. Pupils with SEND are actively encouraged to apply for school council and roles of responsibility. William Lilley Nursery and Infant School ensures the safety of all children. For more information please refer to the Safeguarding Policy. If you have any concerns about the safety and wellbeing of any children at William Lilley Nursery and Infant School please refer your concerns to the Senior Designated Lead (Mrs Beardsley, Headteacher).

For more information on behaviour systems and increasing attendance please refer to the Behaviour Policy and the Attendance Policy.

## **Training in SEND**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. This is facilitated through the Performance Management system in place for all Teachers and Teaching Assistants within school.

This year staff have attended CPD on:

- Intimate Care
- B Squared
- Boxhall
- EAL assessment
- CRB (Controlling Risky Behaviours)
- Diabetes Training

Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed and addressed as required. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Development Plan.



Necessary training will be carried out before or soon after the admission of a child with SEND that have not been previously supported in our school.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils and or staff working with the children:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- SIS (Schools Inclusion Service)
- PDSS (Physical Disabilities Support Service)

In addition, important links are in place with the following organisations:

- The LA
- Education Welfare Officer
- Social Care
- HFT

## **Involvement of parents**

William Lilley Nursery and Infant School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents/carers of SEND pupils as valued partners in the process.

If a parent/carer has concerns around their child and a SEND they can contact the class teacher or the SENDCo in school by telephone or in person by making an appointment at the School Office. If parents wish to access support for their SEND child from support services available to school they can contact these through the SENDCo.

If school has a concern around a child having SEND they will liaise with parents at parents evening or open afternoon or by inviting the parent to come into school for an informal discussion.

A year group meeting is held prior to the new academic year so that parents and carers are informed of the subjects covered within the year and how they can support any learning opportunities at home.

For those children on the SEND register, progress is shared with parents through their child's IEP and suitable new targets are set. Parents are invited to meet class teachers three times per year to discuss progress.

The Early Help Assessment Framework process is to provide a holistic approach where support is required in several areas which could include learning, social/emotional

and behavioural. For children requiring a EHAF, parents will be invited to meet with the SENDCo and other outside agencies to discuss the needs of the child, their progress and future targets for their provision.

Our school can offer some information about external services that can support parents/carers of children with SEND.

### **Involvement of pupils**

All children at William Lilley Nursery and Infant School, including those with SEND (depending on age and appropriateness) are made aware of the levels they are working at in reading, writing and maths and how they compare with the age expected levels. They are provided with information around what they need to achieve in order to progress.

Children on the SEND register will have the opportunity to discuss their IEP targets with a member of staff to discuss how well they think they have done and any ideas for the next targets to be set.

SEND pupils will be actively encouraged, where deemed appropriate, to participate in all of the decision-making processes affecting them within school.

### **Transition**

Parents are asked to identify any SEND that they believe their child has when they begin at William Lilley Nursery and Infant School. Therefore, appropriate support can be put in place before the child begins their placement. This can include extra members of staff, training for specific needs, extra induction visits, meetings between parents/carers and key members of staff.

Each academic year children will have time with their new class teacher and teaching assistant before starting in their new class. Those children with SEND can be provided with a specialised programme as and when required. This may include extra class visits, support staff visiting them in their current class, 'getting to know you' books and seeking advice from outside agencies.

Those children with SEND requiring extra support with transition to Junior School will receive the appropriate support which could include additional visits to the school, additional meetings for parents and/or children with key members of staff from the new school, 'getting to know you books', transition programmes delivered in small groups and liaison meetings between current support staff and those taking over the role at the new school.

All paperwork surrounding a SEND pupil, for example, IEPs, will be sent to the receiving school so that the delivery of provision can be as seamless as possible.

### **Accessibility**

Please refer to the separate policy.

### **Complaints Procedure**

Please refer to the complaints procedure on the school website.

### **Local Offer**

The support that William Lilley Nursery and Infant School provides is governed by the Local Authority Local Offer for Nottinghamshire schools to ensure a fair, quality system is provided by our school. See the link on website.

Review date July 2026