

# **WILLIAM LILLEY INFANT AND NURSERY SCHOOL**



## **SPECIAL EDUCATIONAL NEEDS POLICY Autumn 2025**

<b>Governors' Committee Responsible:</b>	<b>Pupils &amp; Personnel</b>
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# William Lilley Infant and Nursery School

## Special Educational Needs Policy

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**Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.SENDdlocaloffer.org.uk](http://www.nottinghamshire.SENDdlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

**Through comprehensive training on the Keeping Children Safe in Education Act 2016 and the revised guidance in 2022, all staff are aware to closely monitor changes in children's behaviour and difficulties that may suddenly occur. Staff are trained to monitor whether these could be linked to a safeguarding or a SEND concern. Staff are aware that behavioural issues can be an indication of a variety of needs. All staff are trained to report their concerns around SEND to the SENCO and any safeguarding concerns to the Designated Safeguarding Person (The Headteacher).**

## Mission statement

We believe that every person is equal and therefore has the right to the same opportunities in life. We are proud to offer a fully inclusive education where all children's progress is celebrated. We invest time in every child and their family, appreciating the need to be flexible, forward-thinking and value the contribution we all have to make.

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To promote high standards of education for all children.
- To encourage children with SEND to participate fully in their school and community and be involved in decisions about the provision they need.
- To ensure all children are integrated in all aspects of school life.
- To give all children the opportunities to feel valued and share in the recognition of their achievements.
- To make early identification of SEND and seek advice and support from relevant agencies.
- To encourage respect for all children, regardless of attitude, culture or ability, and tolerance of difference.
- To target resources for SEND and monitor their effectiveness within the means of the budget and school time.
- To ensure parents/carers' views are sought at all stages of their child's school provision.

### Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeding early years settings – where applicable) prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and subject coordinators and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, having an open relationship in which any concerns can be shared formally and informally, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**

This means providing regular informal discussion times between class staff and the pupil to address progress and individual targets. Ensuring this provision is appropriate will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council).

- **Work in partnership with other schools.** We belong to the George Spencer Family of Schools and the SENCOs from these schools meet termly. Training is also provided and shared across the schools to help ensure all staff are able to provide appropriate and effective support to all children. We also belong to the local SBAP. This enables us to assess and meet the needs of any children displaying behavioural difficulties. Our collaboration with Banks Road Infant and Nursery School enhances our practice as the SENCOs from both school meet on a regular basis to moderate action plans, systems, procedures and interventions.
- **Provide the appropriate environment and resources to meet all the needs of our children.** We have a sensory room in school which is accessed by all children but enables us to provide sensory support for children who would benefit from this. It is also a quiet, private space that can be used for other provision, such as physiotherapy and speech and language support sessions. We currently have a specialised learning group to meet the needs of our current pupils with complex SEND.

## 2. Responsibility for the coordination of SEND provision

- The people responsible for overseeing the provision for children with SEND are Miss Trudy McMahon (SENCO) and Mr Aiden Billingham (SEND Governor). They meet on a termly basis to discuss progress, targets and IEPs.
- The person supporting the coordination of provision of education for pupils with SEND are Miss Trudy McMahon.
- The person responsible for the updating of SEND records, minuting of meetings and communication with outside agencies is Vicky Yard.

## 3. Arrangements for coordinating SEND provision

The SENCO (Miss McMahon) will hold details of all SEND Support records such as provision maps, IEPs, multi-agency meeting reports and structured conversations for individual pupils.

### All staff can access:

- The William Lilley Infant and Nursery School SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupil's special educational needs, including IEPs and progress reports from within school and from outside agencies;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on current legislation and SEND provision;
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## **4. Admission arrangements**

We have an Admissions policy which is in accordance with the Local Authority guidelines and is obtainable from the school office. For nursery, we have admissions criteria which is also available from the school office.

The admission arrangements for *all* pupils 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.

When we receive children from a previous setting, the SENCO and headteacher will ideally meet, or at least speak, with the relevant staff from the other setting about the child and any needs or provision they may have. SEND files are also transferred, along with their pupil records, so that transition is smooth and the child can settle quickly.

Children are also invited for school visits along with their parents so the family and child can familiarise themselves with the environment and all relevant staff who will be working with the child. It also allows them to have some familiar faces amongst their peers.

## **5. Specialist SEND provision**

All of our staff receive regular and relevant training in order to meet the specific needs of the children they work with, for instance updated autism training, CRB (Controlling Risky Behaviours) training (formally MAPA), training in the delivery of physiotherapy and first aid. In addition to this:

We have a teaching assistants trained to deliver Fun Fit.

We have three fully-trained paediatric first-aiders.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

## **6. Facilities for pupils with SEND**

We review and update our Equalities Policy annually. This ensures that our environment and resources meet the physical, sensory and learning needs of all the children and adults that work within our school. This policy can be accessed through our school office.

## 7. Allocation of resources for pupils with SEND

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 is from a budget which is devolved to and moderated by the George Spencer Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. 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.

When we believe a child may qualify for additional funding, we will compile a bid to take to the Family of Schools moderation. This will outline the needs of the child, the provision they currently have and the provision we could offer if funding was granted. There are three levels of funding: low, medium and high. If the child's needs can still not be met with high level funding, the bid will be taken forward to the Local Authority.

Funding allocated to children may be used in a variety of ways, such as:

- help towards the cost of teaching assistant support
- staff training in skills and awareness about a child's specific learning or care needs
- staff training in intervention programmes
- purchase of resources (e.g. writing implements, sensory equipment)
- subscription to or purchase of intervention programmes

Support and resources are also funded by pupil premium money if a child qualifies for this.

## 8. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy.

### A graduated approach:

#### *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### ***SEND Support***

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### ***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### ***Plan***

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of



the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### ***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.SENDdlocaloffer.org.uk](http://www.nottinghamshire.SENDdlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting Ask Us (formally the Parent Partnership Service) at:

**<https://www.nottshelpyourself.org.uk/>**

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND 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 SEND 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.

Each area of the curriculum is led by a member of staff. As part of this role, subject leaders monitor provision, resources and curriculum coverage, including differentiation for any children with special educational needs. The provision made for children with SEND and their access to the curriculum is also regularly monitored and reviewed by the SENCO annually. This also involves a review of progress made, ensuring *all* children are being enabled to progress well.

We also ensure that we:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

## **10. Inclusion of pupils with SEND**

The SENCO and Headteacher oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by subject leaders along with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub and the SBAP.

When planning any experience, we consider and evaluate the sensory and physical environment, carrying out risk assessments as necessary. If adjustments need to be made, we do so in order to ensure all children can have access to the same opportunities. We have teaching assistant support in order to aid with this in Foundation Stage and Key Stage One, ensuring children are supported to access their learning and gain the most from all experiences we provide. We take the same care and consideration when planning school visits, ensuring they meet the needs of all our children and allow all of them to further their learning and development.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. We self-assess as part of our school performance management. Feedback can be given by parents in response to parents' evenings, reports or any other time more informally. Pupil feedback is gained through interview during work scrutinies. Feedback can also be given during meetings, such as multi-agency meetings. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Information from provision management can be used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

We complete and review provision maps for all children with special educational needs twice a year. Through review, we are able to identify effective interventions and consider alternatives when provision has had less impact than desired.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and SEND governor and information is gathered from different sources such as child and parent surveys, teacher and staff consultations, parents evening and report feedback structured conversations with the parents of our SEND children. This is then shared and approved by the full governing body.

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

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.

## **13. In service training (CPD)**

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 SEND.

Our Family SENCO coordinates training for our Family of Schools. This is compiled from the training needs of the staff in each school and then expertise are shared across the schools to deliver training, with outside trainers being invited as required.

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

We recognise the need to train *all* our staff on SEND issues and we do allocate funding for training. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

SIS

SBAP

Speech and Language

Early Help

Healthy Families Team

Educational Psychologist

If we feel a referral to one of these services is necessary, the SENCO will inform parents and obtain consent before doing so.

## **15. Working in partnerships with parents**

William Lilley 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 SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

We obtain feedback from parents through a structured conversation process. We also provide opportunities for written feedback at parents' evenings and following reports. If parent's have a particular concern about their child and /or the provision being made for them, they can speak with the class teacher or the SENCO to discuss this.

Parents are kept up to date with their child's progress through progress reports, parents' evenings, termly multi-agency meetings and termly IEP reviews.

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 SEND to the local authority Ask Us 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. The school's SEND governor, Mr Mike Marriott, may be contacted through the school Office, in relation to SEND matters.

## 16. Links with other schools

The school is a member of the George Spencer Academy Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### Transition

When a child is moving to another school, there will be a specific transition meeting to discuss the needs of the child. The SENCO, headteacher and/or class teacher from the new school will attend, as will our SENCO and current class teacher. Parents are also invited to this meeting. This enables a full and detailed transfer of necessary information and any provision recommendations can be discussed at this time too.

If possible, transition visits will also be arranged so that the child can familiarise themselves with their new school environment and teachers prior to the move.

SEND records kept in school will be transferred to the new school so that all necessary information is shared in order to continue appropriate and effective provision for the child.

## 17. Links with other agencies and voluntary organisations

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

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

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.

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**Signed** \_\_\_\_\_ S Beardsley \_\_\_\_\_ *[Name]* **(Headteacher)**

**Date** \_\_\_\_\_ Sept 2025 \_\_\_\_\_

**Signed** \_\_\_\_\_ T McMahon \_\_\_\_\_ *[Name]* **(SENCO)**

**Date** \_\_\_\_\_ Sept 2025 \_\_\_\_\_

**Signed** \_\_\_\_\_A. Billingham\_\_\_\_\_ *[Name]* **(SEND Governor)**

**Date** \_\_\_\_\_Sept 2025\_\_\_\_\_

**This policy will be reviewed annually.**