The Welbeck Federation of Schools

Netherfield Infant & Nursery School and Eastlands Junior School

Special Educational Needs and Disability Information Report

What kinds of special educational needs and disabilities do we make provision for?
The Welbeck Federation is an inclusive school. We have an open-door policy and work with parents and carers to ensure that reasonable adjustments are made to remove barriers to learning.

How we recognise children who may need extra help and what you can do if you think that your child may have SEND:
Observations and ongoing assessments alongside information from previous settings or educational phases are used to inform transition and plan for provision. Where additional needs are identified the class teacher will consult with the school SENCo to discuss strategies and interventions. The SENCo will meet with the parent/ carer and plan targets, signposting additional support and external agencies where appropriate. Based on the information they have collected, your child's teacher will decide upon the support which may help your child. This could include: · changing aspects of the learning environment e.g. a quieter area to work in, use of an 'I need help' card or visual timetable. · additional teaching support, as part of a small group. · use of teaching materials e.g. Numicon, a talking tin, writing slopes. · making sure that the work that your child is asked to complete in class is matched to his or her level of ability and presented in a way which helps your child to learn. Your child may be given the opportunity to work in a special group or a special activity to encourage development of skills in a particular area. These groups and activities could include: · English or mathematics targeted groups. · Whole Word Reading/ precision teaching

- Phonics
- Colourful Semantics
- And any other strategy that the teacher may find beneficial.

Some children require more intensive, individualised support for their social, emotional and behavioural needs and may participate in interventions such as:

- ELSA support
- ELSA strategies to help children achieve personal targets
- Health Families Team referral
- Early Help referral

Some children may also receive regular support from services outside of the school such as the Speech and Language Therapy Service, the Visual and Hearing Impairment Service, Cognition and Learning, Communication and Language or The Sherwood Area Partnership.

If your child is in receipt of extra funding, they will have a personal timetable of support. This is likely to be a mixture of within class support for their understanding and participation in class activities, small group support and one-to-one support. They may also receive regular support from services outside the school, such as the Schools and Family Specialist Service.

Help may be required at any stage of the graduated approach for a short time, or for the whole of your child's education.

How we evaluate the effectiveness of our provision for pupils with SEND:

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

The SENDCo in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Suggestions for work for teacher/teaching assistant (TA) to use with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support, including using Wave 2 interventions.
- Staff development/training to undertake more effective strategies.
- Access to local authority (LA) support services for advice on strategies, equipment or staff training.

These interventions will be recorded and monitored using B Squared, PIVATs and provision maps.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

Pupil Passports are updated termly to reflect the above so that all staff are aware of the priorities for these children. These are discussed with parents termly to identify their priorities for their children.

How we will let you know how your child is doing and how we can help you to support their learning:

The SENDCo and class teacher meet with parent/ carers to review SEN support plans three times a year, and an annual EHC plan review where applicable. 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 pupils and their parents. The class teacher, in conjunction with the SENDCo 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. If a child is not progressing or making improvements, then meetings can be scheduled more frequently to monitor and set targets.
Advice on how parents can help children at home is available at any time via class teachers or SENDCo.
Parent/ carers are always welcomed into school to discuss their child's progress.

How we approach teaching pupils with SEND:

We provide reasonable adjustments to enable every child access to a broad and balanced education. We aim to create an environment that meets the needs of each child and to ensure that the special educational needs of children are identified, and appropriate provision is made. We consult closely with outside agencies where relevant.

We believe that high-quality teaching is the most effective way of supporting children in their learning.

- Additional needs are quickly identified and addressed.

Our Teaching Assistants work alongside and support individuals and small groups.

- Interventions are closely chosen to match the needs of the children and implemented by highly qualified and effective TAs.

Positive behaviour strategies encouraged throughout the school.

How we match the curriculum and learning to your child's needs:

Assessments will be used to inform planning and intervention; scaffolds and interventions will be put in place to meet individual needs and best support progress.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, SENDCo will consult with the child's parents for other flexible arrangements to be made. Which may include small group teaching, or on an individual basis.
Quality first teaching and clear adaptations are key. Children's areas of need are identified, and work is planned to address their needs. We analyse assessment materials to identify areas of difficulty and provide appropriate intervention. Staff use daily assessments from work produced and observations made to identify children requiring extra support with a particular concept.

How decisions are made about the type and amount of support your child will receive:

Assessments and observations made by the class teacher, SENDCo and outside agencies, where relevant, will be used to plan a graduated response of provision.

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.

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 SENDCo 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 meet the threshold for this funding.

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

How we will include children in activities outside the classroom, including school trips:

We are an inclusive school no child is excluded from any part of school life. Where necessary, for example, on a school trip, parents may be invited to support their child.

School will make reasonable adjustments to include pupils with SEND alongside their peers outside the classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Child specific risk assessments are included, where appropriate, within a school visit risk assessment. Personnel supporting the visit are made aware of any children with additional needs.

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

Every child's well-being is our priority. For children with additional needs, parents and the child (if appropriate) are involved in the discussion to ensure that any service that is involved in supporting a child, for example ELSA, Healthy families Team, Sherwood Area Partnership. is right for the child.
The SENDCo can request consultation with a CAMHS professional to gain information and strategies to support the child and family or advice on whether it meets CAMHS threshold for involvement.

Contact details for our special educational needs co-ordinator (SENDCo):

SENDCo: Mrs Joanne Turner

Tel: Netherfield 01623

842683

Eastlands 01623 842257

Email: offi89@netherfield-inf.notts.sch.uk

office@eastlands.notts.sch.uk

How are staff trained in supporting SEND and what is planned?

We recognise the need to train all our staff on SEND issues. The SENDCo with the senior leadership team, ensures that training opportunities are matched to the school development priorities and those identified through individual pupil provision maps. Training has taken place in Lego Therapy, Zones of Regulation, ASD Champions, dyslexia, Demand Avoidance and executive functioning skills.

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

What specialist services and expertise is available to support my child?

The Welbeck Federation works closely with;

1. Educational psychologists
2. SEND Inclusion Service
3. Speech Therapists
4. Sherwood Area Partnership (SAP)
5. Physiotherapists/occupational therapists
6. Hearing Impairment Services
7. Visual Impairment services
8. Social services
9. Early Health Practitioners
10. Children's Centres
11. PSED team
12. C & I team
13. CAMHS
14. Family Service
15. Early Help Unit
16. SSS
17. Children's Social Care

How will equipment and facilities in place to support my child be secured and how accessible is school?

We make reasonable adjustments to remove barriers to learning and ensure that disabled staff, parents, and visitors are not at any disadvantage. Risk assessments are conducted, and specialist equipment is put in place when appropriate. Both schools are wheelchair friendly, and a disabled toilet is available on both sites.

A referral for the Physical Disability Service can be made for any equipment that the child may need whilst in school, such as plinths, walking aids, personal care requirements etc.

The service also provides training for staff and support in writing health care plans, risk assessments and intimate care plans as required.

A referral for inclusive technology can also be made if the school feels that they cannot meet the needs of the child with the technology already available in school.

What are the arrangements for consulting with me about my child with SEND? How will I be involved in the education of my child?

All stakeholders participate in target setting, assessment and review at SEN support plan meetings. We have a school council which gives pupils opportunities for pupil voice.
The views of the child are important to us and are always sought when preparing for a review with parents and other agencies.

What do I do if I have a concern or complaint about the SEND provision?

If a parent/ carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENDCo, who will be able to give advice on formal procedures for complaint.

How our governing body involves other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of children with SEND and supporting their families:

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND.
The SENDCo 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

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

How we can seek to signpost organisations, services etc who can provide additional support to parents/carers/children?

Regular meetings with an experienced professional, provides opportunities for parents and school to discuss the needs of a child. The experienced staff member will have the knowledge to refer/signpost parents to services/groups that are relevant for their child's needs. Alternatively, parents can access Nottinghamshire's local offer website which contains information about services available to families. This can be found at: http://nottinghamshire.sendlocaloffer.org.uk

How we will prepare your child to join the school setting:

Most children attend The Federation Nursery, where home visits and getting ready for Nursery sessions are provided. The SENDCo consults with the feeder school where pupils are new to school and pupils entering mid phase. Where appropriate a staggered entry to school may be considered.

How we will prepare your child to transfer between phases of education:

The Netherfield Infant School and Eastlands Junior School Federation ensure that transition is seamless. Records and information are passed on to each new phase by the SENCo. Getting ready for secondary program is used to support transition from year 6 to year 7 and bespoke transition pieces are conducted for pupils with additional educational needs where appropriate.

Pupils are encouraged to develop characteristics for learning, resilience, and independence throughout their journey at The Welbeck federation to prepare them for citizenship and adulthood.

Where can I access further information?
www.nottinghamshire.sendlocaloffer.org.uk Visits to the school by prospective parents and families are encouraged and most welcome. Please contact the school office to make an appointment to meet with the headteacher and to see the school at work.

Last updated September 2026