



Rawmarsh and Arnold Nursery
School Federation

SEN Information Report

2025

SEN information report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice, signposted as 'optional' – these relate to the information outlined in KCSIE and to the spending of your school's SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is accessible, detailed and clear.

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Our school's approach to supporting pupils with SEND

Rawmarsh and Arnold Nursery School Federation welcomes all children, we are committed to inclusion. We believe that all children have the right to be cared for, educated and supported in order to reach their full potential. We work in partnership with families and support services to help each child reach their full potential. We value every child's abilities and achievements. We are committed to providing the best possible education and environment for learning to enable them to develop essential skills in order to prepare them for the next stage in their education. Any barriers to learning participation will be challenged and removed and all children will be provided with equality of opportunity.

Catering for different kinds of SEND

As a school we aim to:

- Ensure that all children have access to a broad and balanced curriculum appropriate to their individual needs and ability
- Ensure the identification of all children with SEND as early as possible
- Ensure that children with SEND are included in all activities and are supported to take part as appropriate to their individual needs
- Ensure that we work in partnership with parents/carers of children with SEND, ensuring they are kept fully involved and informed of their child's progress, attainment and achievements.

A child has SEND where their learning difficulty or disability calls for special education provision that is additional or different from that provided for children of the same age.

The four broad areas of need within SEND are:

Cognition and Learning

- Children who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a range of needs including moderate learning difficulties, severe learning difficulties and specific learning difficulties, for example dyslexia and dyspraxia.

Social, Emotional and Mental Health

- Children who experience a wide range of social and emotional difficulties which show themselves in different ways, for example: challenging behaviours, withdrawn or isolated. These behaviours may reflect underlying mental health difficulties such as anxieties or depression. Some children may have disorders such as attention deficit disorder or attachment disorder.

Sensory and/or Physical

- Children who have a disability that prevents them from accessing the environment or curriculum of the school, for example: visually impaired, hearing impaired or multi-sensory impairment. These children will require specialist support and/or equipment.

Communication and Interaction

- Children with speech, language, social communication needs and may have difficulties in relating to others, including those with an Autistic Spectrum Disorder

Key staff and expertise

Our SEND Coordinator (SENDCo) is Sarah Sayles (Federation SENCO), supported by Lizzie Battersby, named SENCo Rawmarsh Nursery. The SENCo's, in conjunction with the Head teachers, Sharon Stones (Arnold Nursery School) and Lynsey Hadfield (Rawmarsh Nursery School) are responsible for the implementation of the Special Education Needs Policy in line with the SEND 2014 Code of Practice throughout our 2-5 provision. They ensure specific provision is in place to support individual children with SEND and liaise with outside agencies. They work closely with key persons and support all practitioners to plan, implement and evaluate children's progress and identify interventions\targets where appropriate.

We have a team of staff who are trained and experienced in teaching and supporting children with a range of SEND. These staff share/disseminate their skills and knowledge with other school staff. Training is ongoing for all staff both in-house and externally. Some of our staff training and experience includes:

- Gaining the qualification 'National Award for Special Education Needs Coordination' (Post Graduate SEN Diploma).
- Over 8 years experience working with parents and children with SEND
- Thrive training
- Attachment training
- Emotion coaching
- Resilience training
- Autism training, including attention autism
- All staff have knowledge of and use Makaton as a communication tool
- Staff Members are trained to deliver the 'Early Talk Boost' targeted intervention programme for children with language development
- Supporting children with communication and social interaction difficulties
- Supporting children with Physical and Co-ordination Needs
- Supporting children with Speech and Language difficulties.
- PECS and Visual timetables to support children experiencing communication difficulties

- Managing children's behaviour
- Gestalt language processing pathway
- Team Teach Training
- Sensory pathway training
- Specific training from the school nurse feeding team
- Specific training from the hearing impairment team

The SENCO

Name of SENCO	Email address	Phone number
Sarah Sayles	Sarah.Sayles@ransf.school	01709 828983 01709 430450

Securing and deploying expertise

We work in partnership with a variety of outside agencies by; carrying out individual programmes, working alongside, make new referrals and signposting and for specialist advice and effective strategies. These services are accessed only with the agreement of parents/carers. Some of the outside agencies we receive support from, or refer to, for children with SEND:

- Educational Psychologists
- Medical Teams
- Speech Therapists
- Physiotherapists
- Occupational Therapists
- Hearing Impairment Services
- Visual Impairment Services
- Health Visitors
- Social Services
- Child Development Centre
- Early Help
- Ventilation team
- Autism Communication Team (ACT)

- Social Emotional Mental Health Team (SEMH)
- Learning Support Services for Early Years (LSS)
- Portage Service
- School Nursing

Equipment and facilities

In addition to support from teaching assistants, teacher and EYP's in the classroom and in small groups, Rawmarsh and Arnold Nursery School provides the following additional resources for our SEND:

We work closely with preschool provisions, childminders and any other providers to ensure children feel comfortable with their transition from other settings to Nursery school. Children will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and the staff they will be working with in the future. Staff members will meet with staff members from other providers prior to the child starting the school to share information regarding their needs of provision.

We work closely with all feeder and other schools to make sure that all children feel comfortable with their move to a Primary school provision. Children will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and some of the staff they will be working with in the future. Staff members will meet with Primary school inclusion teams prior to the child starting Primary school to share information regarding their needs of provision.

Support is available for children that have lunchtime support included in their support plan. Additional adult support allocation will be determined by the needs of the child. All supporting adults work closely with the child, parent and staff to meet the child's needs within the school.

Physical environments within both Nursery Schools incorporates facilities for pupils, staff with disabilities.

Identifying and assessing pupils with SEND

Arnold and Rawmarsh Nursery Schools are committed to early identification of Special Educational Needs and we adopt a graduated response to meeting those needs. Our relationships with a child and their family are fundamental to our practice. It ensures that there is a trusting relationship between home and school. It is through these secure relationships that parents/carers feel they are able to share with us any concerns they may have with their child's development or that have been raised by others, for example a Health Visitor at a 2 year check. Each child has a key person, the staff member whose role is to ensure that the care and education provided by the school is tailored to a child's individual needs. The schools have created and implemented a bespoke divergent curriculum pathway to further support children's development and celebrate achievements. Once a child has joined us, all staff, with the key person taking a central role in sharing information with parents/carers, will carry out observations in order to get to know them as an individual, and to

understand what motivates and interests them. We carry out termly assessments of all children. It is through this continuous cycle of assessment that we are able to identify any children who may need additional support to achieve their developmental milestones. If, at any point during a child's time with us, staff have concerns about their development, the key person will speak to parents/carers to gain their views and discuss what we can put into place in order to support their child's development. A child's key person, with the support of the SENCo will create some short term targets to help support the child in their particular area of need. These targets will be broken down into small achievable steps that progress towards their developmental milestones. We refer to these targets as 'SEND informal targets'. Staff will continue to monitor a child's progress and review the short term targets regularly and discuss progress towards achieving them with parents/carers. If a child achieves these targets and they reach their expected developmental milestones, the key person will advise that the 'SEND informal targets' are no longer required. However, if over a period of time, a child is continuing to experience difficulty, it may be necessary for the SENCo to make a referral to an outside agency. A referral would only be made following a discussion with parents/carers, gaining their consent. For example, a referral may be made to the Child Development Centre. The short term targets would continue to be in place for a child and we refer to these as 'SEND formal targets'.

If a child joins the Nursery with a SEND need which has previously been identified, discussions with parents/carers and outside agencies involved, for example Child Development Centre or Portage Service, will take place prior to the child's start date. This ensures that all relevant information is gathered and staff can access any training if required to support an individual child, for example medical advice/training, moving and handling or environmental adjustments that may have to be made in consultation with the Local Authority. Additional staff will be put in place for an individual child if required.

Consulting with parents

We work closely with parents/carers and follow advice from outside agencies in order to set and evaluate achievable short-term targets for children on the SEND Formal or Informal register. These SMART (Specific, Measurable, Achievable, Relevant, Timely) targets are to support the learning and development of the child at home and school. We operate an open door policy where we make every effort to consult and involve parents in their child's education through informal chats at the start or end of each session, when observations and achievements are shared. We also have settling-in reviews and termly parents meetings to discuss progress, concerns, celebrate success and share their learning journey. Through these opportunities, parents/carers are encouraged to contribute to their child's education e.g. by making suggestions to help with planning and incorporating their child's interests to support their learning. Also, ideas may be shared about how parents/carers could best support their child's learning and development at home. Every child with SEND will have a termly 'Team Around the Child' (TAC) meeting, parents/carers, key person, SENCO or Senior Leader and outside agencies that are involved will all be invited to attend. At this meeting we will discuss the child's progress, celebrate their achievements, and identify any support required or difficulties at home or in their 0-5 provision. This will also be an opportunity to plan and discuss for the child's next steps in their education. Additional meetings can be held at the request of parent/carers, Early Years Practitioner/Teacher or the SENCO/Senior Leader if required.

Transition support

During the term prior to a child transitioning to the next phase of their education, either within the Nursery or to a new education setting, the SENCO/Senior Leader will invite the parent/carers, key person, relevant professionals, centre staff or receiving school staff to a 'Team around the Child' meeting. This will ensure all relevant information is shared and bespoke transition arrangements can be put in place appropriate to the child's individual needs and their family. This will include additional supported visits.

Teaching approach

Children will be valued as individuals and their achievements will be celebrated. There will be structures in place to promote inclusion and we will respond to individual needs and set appropriate learning challenges for every child, this includes using the schools divergent curriculum pathway. All children may have additional needs at different times and therefore a wide variety of strategies must be used to meet these needs as they arise.

Adaptations to the curriculum and learning environment

Every child's learning will be planned for by a trained member of staff. It will be differentiated accordingly to the child's individual needs to ensure they are challenged and supported to reach their full potential. This may include individual teaching or small group work. The level of support a child with SEND receives is based on their individual needs to ensure they make progress in their learning and development and to keep them safe. This is reviewed regularly. Our learning environment is monitored and adapted according to children's individual needs, ensuring that our provision both indoors and outdoors is accessible to all.

Inclusivity in activities

As inclusive Nursery Schools, we ensure that children with SEND take as full a part as possible in all Nursery activities. We deliver practice that ensures that statutory obligations with regard to SEND are met. No child is omitted from a trip due to their specific needs. If necessary, an Individual Health & Care Plan or risk assessment plan will be put into place. We will ensure the staff are fully aware of children with special educational needs, and what those needs are. Staff will be given training and support to help them meet those needs, both in and out of the classroom.

Supporting emotional and social development

We monitor and observe all children's wellbeing and offer a wide variety of support for children who are encountering personal, social and emotional difficulties. High levels of staff are experienced in supporting children who are having difficulties, for example: making relationships, expressing their emotions, moving through the different transitions during the day and changes in routine.

Handling complaints

All complaints from parents/carers will be dealt with professionally, sympathetically and as quickly as possible following the Nursery school and Centre's complaints policy and procedures

Local Offer

The Local Offer has two purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs by involving children with SEND and their parents/carers, as well as service providers, in the development and review of the Local Offer.

In accordance with the Local Offer, the LA must:

- Ensure the child's parents/carers are fully included in the EHC needs assessment process and are consulted about the content of the plan.
- Consult children with SEND, and their parents/carers, when reviewing local SEND and social care provision, as well as when they are developing and reviewing their Local Offer.
- Make arrangements for providing children with SEND, and their parents/carers, with advice and information about matters relating to SEND.

The Local Offer will include the following:

- Special educational, health and social care provision for children with SEND, including online and blended learning
- Details of how an assessment for an EHC plan can be requested
- Arrangements for identifying and assessing children with SEND
- Information about assisting in preparing children for adulthood
- Arrangements for travel to and from school
- Support when a child moves between phases of education
- Sources of information, advice and support

The LA's accessibility strategy Rawmarsh and Arnold Nursery School will ensure that the governing body and SENDCO fully cooperate with the LA in relation to the Local Offer and accepts Rotherham LA's Local Offer which can be viewed at <http://www.rotherhamsendlocaloffer.org>

Named contacts

Name of individual	Email address	Phone number
Sharon Stones (Head of school and DSL Arnold Nursery School)	arnold@ransf.school	01709 828983
Lynsey Hadfield (Head and DSL Rawmarsh Nursery School)	rawmarsh@ransf.school	01709 430420
Sarah Sayles	Sarah.Sayles@ransf.school	01709 828983