



Phoenix Infant and Nursery School September 2026

Special Educational Needs and Disability Information Report



How we support children with special educational needs or disabilities

Our vision

At Phoenix Infant and Nursery School we are committed to meeting the needs - academic, social, emotional and behavioural of all our pupils and ensuring that all pupils including those with Special Educational Needs or Disabilities (SEND) pupils have the opportunity to reach their full potential and make good progress within a positive and stimulating environment. We provide a high quality, flexible curriculum for all children through an inclusive approach which meets individual needs, enabling all pupils to be included fully in the life of our school and its community. OFSTED January 2022 recognised that "Pupils with special educational needs and/or disabilities receive strong support to access the full curriculum. Leaders and staff are ambitious for all pupils to achieve well, whatever their circumstances."

Our Aims

All Nottinghamshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen. Through our School Improvement Plan, we continue to strengthen inclusive practice, staff training, progress tracking and specialist provision, including the ongoing development of the Enhanced Resource Provision.

How does school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age expected standard
- Concerns raised by parents and carers
- Concerns raised by teacher, for example behaviour or self-esteem affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable.

What should I do if I think my child may have special educational needs or I am concerned about their progress?

We encourage you to talk to us as soon as you have any questions or concerns. In the first instance, please contact your child's class teacher, who will be happy to discuss your child's needs, progress and support.

If you would like to talk things through further, Mrs Harper, as SENCO, is available to work with you and the class teacher to consider the most helpful next steps.

If you feel that further support is needed after this, we can also arrange for your concerns to be shared with the SEND Governor through the school's usual communication process.

We value positive, open and honest relationships with parents and carers. We want families to feel listened to, welcomed and involved so that we can work together in the best interests of each child.

Graduated Response

At Phoenix Infant and Nursery School, we follow a graduated response to identifying and meeting children's special educational needs. This means that support is planned, reviewed and adapted over time through an ongoing cycle of Assess, Plan, Do and Review.

Assess: We use teacher observations, assessments, parent/carer views, pupil voice and advice from external professionals where appropriate to understand a child's needs.

Plan: We agree the support, adjustments, provision or intervention needed, including individual targets where appropriate.

Do: Staff put the agreed support in place through high-quality teaching, reasonable adjustments, targeted intervention or specialist provision.

Review: Progress is reviewed regularly with parents/carers and, where appropriate, pupils and professionals. Support is then adapted, continued or reduced depending on the child's progress and needs.

For some children, this may include universal classroom support. For others, it may include targeted intervention, individualised provision, support from external professionals or, where appropriate, consideration of whether an Education, Health and Care Plan or specialist provision is needed.

How will the school let me know if they have any concerns about my child's learning at school?

- If your child is identified as not making enough progress or showing other signs of difficulty in school, then the class teacher or support staff will discuss this with you. This may initially take place during parent's evening, with a longer meeting being set up at a later date to discuss concerns in more detail and to:
- Listen to any concerns you may have too.
- Plan any additional support your child may receive.

Who will explain my child's needs and progress to me?

The class teacher will meet parents and carers at least on a termly basis, which could be as part of parent's evening, to discuss your child's needs, support and progress.

For further information, the SENCO is available to discuss support in more detail.

How will school support my child?

- The SENCo oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.
- Some of the teaching assistants in school specialise in a specific area; these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- Specialist staff include those who specifically support pupils with social, emotional and mental health needs.

How does the school judge whether the support has had an impact?

- By reviewing children's targets termly on provision maps and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to parents along with minutes of these review meetings.
- The child is making progress academically against national or age-related expectations, discussed at Progress Meetings attended by class teachers and any other staff who support the child.
- Verbal or written feedback from the teacher, parent and pupil is considered.

Children may be taken off the Special Educational Needs register when they have made sufficient progress. You will be informed if this happens.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents, carers and school. We communicate regularly through conversations with staff, review meetings, Tapestry in Early Years, Seesaw in Key Stage 1 and additional agreed communication methods where these are helpful for individual children.
- We will arrange a review meeting at least once every term.
- You will be able to discuss your child's progress at parent's evenings.

You are also welcome to make an appointment at any time to meet with either the class teacher or the SENCO to discuss how your child is getting on.

How will you help me to support my child's learning?

- The class teacher or SENCO can offer advice and practical ways that you can help your child at home.
- If your child is on the special needs register, they will have a provision map which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of this provision map. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability, they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies, for example a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- Home learning will be adjusted as needed to your child's individual needs.

- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 2, using a variety of different methods, including National Curriculum Assessments, standardised tests and smaller steps assessments as appropriate.
- For pupils with more complex needs, including children in the Enhanced Resource Provision, progress may also be tracked through smaller steps of learning, individual provision maps, EHCP outcomes, communication and interaction targets, sensory regulation goals and wider personal development indicators.
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's provision map is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

- As a nurturing school, all our vulnerable pupils are known to staff.
- The school's playground is staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary, children are supported in the dining room. Children are not rushed to eat their food.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by health professionals to be taken during the school day.
- If a child regularly requires medication in school, this will be managed through an individual care plan written by the Head Teacher in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is done in a range of ways, including discussions, questionnaires, pupil voice activities, observations, visuals, communication aids and adult-supported approaches where these are needed.
- Children who have provision maps will discuss their targets with their class teacher/teaching assistant where this is appropriate. The children's views are collected for the Plan, Assess, Do, Review meetings.
- If your child has an Education, Health and Care Plan, their views will be sought at the review stage, if appropriate.

Enhanced Resource Provision

From September 2026, Phoenix Infant and Nursery School includes an Enhanced Resource Provision for autistic pupils with significant communication and interaction needs. The provision offers a structured, nurturing and sensory-aware environment while remaining part of the wider school community.

Pupils benefit from personalised timetables, carefully adapted learning, communication support, sensory regulation strategies and opportunities to access mainstream activities where this is appropriate to their needs.

Places in the Enhanced Resource Provision are agreed through the Local Authority referral and panel process. Children cannot move from mainstream classes into the provision without this formal process being followed. The provision is intended for pupils whose primary need is autism and whose needs are best met through a specialist, highly structured approach within a mainstream school setting.

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

Directly involved in or accessed by the school are a team of highly trained teaching assistants, the SENCo, the Family SENCo, the Family Support Worker, the Early Help Unit, the Multi-Agency Safeguarding Hub, Specialist Inclusion Service, Speech and Language Therapy, Community Paediatrics, Occupational Therapy, the Sensory Team, the Physical Disability Support Service, Gedling Area Partnership, Forest School provision and professionals linked to the Enhanced Resource Provision.

The Enhanced Resource Provision has strengthened staff expertise in autism, communication and interaction, sensory

regulation and personalised provision. Staff work closely with the SENCo, families and external professionals so that provision is planned, reviewed and adapted around each child's individual needs.

What training have the staff supporting children with special educational needs had, or are currently having?

The SENCO supports the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, for example from the Early Years Specialist Team and Schools and Families Specialist Services. The school achieved Dyslexia Mark status in June 2019.

Staff training and professional development continue to be reviewed through the School Improvement Plan and informed by the needs of pupils across the school, including those accessing the Enhanced Resource Provision.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

How accessible is the school environment?

The main building, Foundation Two and Nursery are accessible to children with physical disabilities. The site is built on different levels, and Key Stage One classrooms are accessed by stairs; where pupils have physical needs, the Local Authority and school work together to consider the suitability of provision and any reasonable adjustments required.

There is a disabled toilet, and we ensure that equipment, after-school provision and extra-curricular activities are made as accessible as possible for children with SEND.

How will the school prepare and support my child when joining the school or transferring to a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school, information will be passed on to the new class teacher in advance and, in most cases, a planning meeting will take place with the new teacher. All provision maps/targets will be shared with the new teacher, along with all other relevant paperwork.
- If your child would be helped by a transition book to support their understanding of moving on, this will be made with them.
- In Year 2, the SENCO will contact the Junior/Primary School SENCO to advise them of your child's SEND. We have very close links with our feeder school - Priory Junior School and put together plans for the cohort as well as individuals needing extra support at the transition period.
- Where it is felt necessary, your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

For children joining or leaving the Enhanced Resource Provision, transition is planned carefully with families, settings, the Local Authority and relevant professionals. This may include visits, transition books, visual supports, social stories,

phased routines and meetings between staff so that each child is supported to feel safe, understood and ready for their next step.

How are parents involved in school life?

- We ask parents to complete questionnaires twice yearly to ascertain their views.
- Parents are also welcome to help out as volunteers, for example, listening to readers.
- For children with special needs or a disability, parents may be invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.

How are the Governors involved and what are their responsibilities?

The SENCO reports to the Governors to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times. A governor is responsible for special educational needs and meets regularly with the SENCO. They also report to the Governors to keep them informed. The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

Our SEND information report was reviewed in September 2026. The next review will take place in September 2027.

We hope you find this document useful. Please do not hesitate to contact us if you need further information.

Where can I access further information?

A more detailed policy about SEN support at Phoenix Infant and Nursery School is available on the school website policy section.

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

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the Government's 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 pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

You can also seek advice from Ask Us, formerly the Parent Partnership, which you can access from the link below:

<http://www.ppsnotts.org.uk/>

enquiries@askusnotts.org.uk

Contact number: 0115 8041740