SEN Information Report 2025-26

Beighton Nursery Infant School

1	What kinds of special education needs are provided for?	At Beighton Nursery Infant School we are able to provide support for children with a diagnosis of; • Autism, • d/Deaf & Visual Impairment, • Mobility problems, • Dyslexia, • Attention Deficit Hyperactivity Disorder (ADHD) • Sensory Difficulties • Mental health difficulties, • Learning difficulties, • Physical disabilities, • Emotional, Social & Behavioural difficulties, • Speech, Language & Communication difficulties • Spondylo Epiphyseal Dysplasia Congenital (SEDC) We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.
2	How does the school identify children with special educational needs?	• School has very clear pupil progress tracking systems in place. • Regular pupil progress meetings are held to identify pupils that are underachieving and closely track progress of those already identified as having an SEN and decide on appropriate actions are discussed to support each child. • The SENCO strategically analyses data termly to plan targeted support and intervention and supports teachers in identifying any potential SEN issues. • Learning Assessments and observations are carried out by the SENCO to support identification. • If appropriate school requests a statutory assessment to gain a full and clear picture of the learner's needs. • We have effective links with various outside agencies such as Family Intervention, Speech and Language, Autism Team, Early Years Inclusion Team (EYIT) and Educational Psychology who support in identifying SEN.

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		• Effective transitional arrangements are in place to ensure early identification of SEN or potential SEN before children enter school. All parental concerns are acted upon. Some children arrive at Beighton NI School with their SEN needs already identified from their previous setting. The SENCO at Beighton NI School is Lisa Hindley They can be contacted on 0114 2486572.
3	How many children in the school have special educational needs?	We currently have 19 children identified as SEN These children are identified as Level 3, 4 and 5 on the Sheffield Support Exemplification Grid (See link at bottom of page). We have 19 children assessed at Level 2 on the grid, and therefore being closely monitored for a potential SEN, with additional strategies and resources in place through quality first teaching to narrow the gap between them and their peers. We currently have 4 children with an EHC Plan. Being a Nursery Infant School, we also have a number of children who are in the process of assessment to identify a potential SEN.
4	What are the arrangements for consulting parents of children with SEN and involving them in their child's education?	All children identified on the SEN register have three reviews per year where we consult with parents (and child if age appropriate) the individual provision that is in place, or what we all feel should be in place for their child and the progress their child has made against previous targets set. We review the targets and new targets are set if necessary. We value parents view points and preferences when setting targets and making decisions on individual support for children. An Extended Support Plan is often created for certain children that requires quite a high amount of targeted support (Generally Level 3 and above), particularly where external professionals are involved. Parent views are gathered on the Extended Support Plan, related to how they would like their child to be

		supported, including wishes and aspirations for their child and what things are important to them. Support Plans also include information on parent views on how they feel they are progressing at school and home, how they would like their child to be supported, as well as the things that are important to their child. The SENCO ensures parents are aware that they are always welcome to discuss their child, providing support, advice and signpost where necessary.

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5	What are the arrangements in their education?	Some children have SEN Support Plans or SEN Monitoring Plans to identify the individual targets/outcomes which we are supporting the child to work towards. If appropriate, the child will have a (child friendly) copy of this and this will also be discussed with them in Pupil Voice Activities.
6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response (as detailed in the our SEN Policy) where we assess, plan, do and review each target/outcome for each individual child, Increasing, adapting or decreasing the SEN support as determined by their progress. We use the Sheffield Support Grid Exemplification (SSGe) to help us ensure that we are doing everything that we need to for each individual child.
7	How many children have met the exit criteria and no longer need this support?	Special Educational Needs is a very transient area; some children may need support for their entire time at Beighton NI School. Some children may make good progress and no longer require the additional provision to be made for them which is additional or different to that provided for other children and their attainment becomes in line with their peers. We liaise with parents and professionals to decide together whether SEN support is to be continued.

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8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	At Beighton NI School, we arrange home visits and visits to previous providers for all new children entering our Nursery and Reception. This allows staff to get to know each child in their own environment and talk with parents to identify any additional needs or special requirements the children may have before entering school. We ensure detailed transition plans are in place to build up the sessions for children moving through the early years. School also organises early transition, sometimes up to a week at the end of the summer term, where children move into their new class, to become familiar with their new peer group and teacher to reduce any anxiety over the summer break. This approach is particularly beneficial for children who struggle to deal with change. Additional resources, such as personal transition booklets are also produced with some children. We also have effective transition arrangements in place to support those children moving onto the Junior School at the end of Y2. Additional visits are organised and transition books produced. The children meet their new teacher during their transition visits and where beneficial, the Y3 teacher will visit the child in their Y2 class. The SENCOs of both schools meet to discuss individual children on the SEN Register and those being monitored, and any historical SEN information that is important. The SENCO from the Junior School is also invited to the Summer SEN Review meeting to ensure they are fully aware of the individual needs of each child on our SEN register. This also provides an opportunity for the Junior School SENCO to meet with external professionals that may also be involved in supporting the child/family.

9	What is the approach to teaching children with SEN?	We strive to be as inclusive as possible at Beighton NI School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan, teach, resource, scaffold and adapt, their lessons to enable children to progress towards their individual targets. The adaptations can also include increased level of adult support, different learning activities, small group focused support, different learning environments and additional interventions, pre-teaching and additional consolidation tasks. Some children with SEN receive additional learning through interventions and this can be on going or for a block of support. Class teachers are involved in the SEN reviews and feed their knowledge, observations and assessment into the targets set for each child.

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10	What adaptations are made to the curriculum and learning environment of children with SEN?	Through coproduction (working with parents), we plan the education programme for a learners with SEN, following the advice and recommendations from any supporting outside agencies and with reference to the Sheffield Support Grid. The programmes/interventions are closely monitored and updated as necessary. The school ensures that the curriculum and potentially the learning environment are appropriately adapted so that the learning meets the needs of all learners with SEN. We endeavour to deliver adaptive teaching and make all reasonable adjustments where necessary within the school routine. At times, some children with more complex needs benefit from accessing different learning environments in school where provision can be targetted within school. We provide a range of activities for learners with SEN in addition to those available through the curriculum to support additional progress where children are not keeping up with peers e.g. fine motor skills group, gross motor skills group, speech and language programmes, literacy and numeracy booster interventions. Adaptations may be made in regards to the text or visuals displayed around school such as background colours, vocabulary, additional scaffolding resources. Teachers are aware of barriers in certain subjects that may hinder the ability for a child to fully engage or demonstrate their knowledge and understanding in another area of the curriculum. Therefore, various methods of recording, delivering and participation is planned.

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11.	How does school ensure that staff have the relevant training to support children with SEN?	School is committed to continually raising staff professional development related to SEN. Training opportunities continue on a yearly cycle and adapt with the needs of the children on role. In order to maintain an effective inclusive school environment, regular staff meeting are dedicated to SEN, including updating staff on new policies and SEN framework. A training log is kept on all staff and training needs and gaps are identified through observation, analysis of data and performance management. The SENCO maintains the SEN Action Plan with a whole school long term plan to continually upskill and ensure staff are up to date with the most recent interventions and support strategies, often informed by key SEN professionals. School accesses training through various providers, including the Local Authority and Learn Sheffield Inclusion Taskforce. We ensure that all staff have access to a variety of training over each school year and will share expertise through the Family of Schools when needed. The Family of Schools SENCO group plan this training around the changing needs of the children. We invite specialists into schools to support and train staff on an on-going basis to utilise information from parents about how they would like their child to be supported. The SENCO attends the termly Citywide Briefings and works closely with other SENCOs in the school's locality.
12	How does the setting evaluate the effectiveness of its provision for learners?	Annual parent questionnaires are completed to gather views from all parents and feedback is taken at SEN review meetings from parents and learners. The Senior Leadership Team and Governors monitor performance through the School Improvement Plan and the School Evaluation Form. Staff, parent and pupil voice help inform the effectiveness and inform the whole school evaluation/improvement documents. SEN Governor is Liam Murray and gives additional

		focus to this area, focusing on the whole school SEN action plan and carrying out learning walks with the SENCO each term. SEN is a statutory agenda item in governor meetings. We refer closely to the Sheffield Support Grid and SEN Code of Practice to ensure that we are doing everything expected for individual pupils.

Westfield Family of Schools

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13	How do you ensure learners with SEN are included in non-classroom based activities?	The SENCO and staff ensure every reasonable adjustment is made to make all learning activities and experiences fully accessible to children with SEN. Close consultation with parents when planning trips and activities is sought and school can assist learners with SEN to access trips and activities in a variety of ways, e.g. providing additional adult support, pre-warnings, additional equipment provided, pre-visits etc. Where necessary school will make physical adaptations to allow learners with SEN to be included, our Accessibility Policy and Plan sets the actions to ensure we are fully inclusive to all learners as far as reasonably possible. We complete detailed risk assessments for all visits using EVOLVE and identify the support and additional reasonable adjustments that may be necessary for the SEN learners.
14	What support is available for improving social and emotional development?	Throughout school we have highly skilled teachers and TAs who are sensitive to all children's needs and requirements. Our assemblies are planned carefully around our Relationships, Social, Health Education Curriculum, which educates children on understanding the feelings, behaviours and emotions of themselves and others, including other social, moral and cultural themes. These themes are also embedded into all aspects of the school curriculum. Specific SEMH interventions are delivered to targeted children and school is proud of the supportive, nurturing culture that has been created. School are part of the Healthy Minds Initiative and lots of these initiatives are embedded across the curriculum.
		Our learners are also involved in specific initiatives across the school year that help them to develop their

		understanding and respect of others needs and disabilities e.g. Children's Mental Health Week, Autism Awareness Day. In addition, school also supports children's social and emotional wellbeing by; • organising home visits with all new children entering nursery and reception, allowing staff to get to know the child in their own environment and talk with parents to identify any social or emotional difficulties before entering school • following an effective transition plan to ensure all children feel safe and happy as they enter our school making links with previous child care provisions to gather key information • working in partnership with parents to identify difficulties children may be expressing • working closely with attendance and inclusion and providing school early help to support wider social and emotional needs and targeting families and children as early as possible. • identifying children who require social and nurture sessions delivered by a very skilled Pastoral Lead and members of the SEN Team • lunchtime support; playground buddies, adult supported activities and friendship games, such as Forest School Team Building/Social Skill intervention to support children during the unstructured lunchtime period and develop skills. • Parent Workshops / Coffee Mornings – sharing strategies to support children with SEN at school and home

15.	How does the school involve outside agencies in meeting children's SEN needs and supporting parents?	School has links with a wide range of professionals including the Family Intervention Support (FIS) Team, Speech and Language Therapy, Early Years Inclusion Team, Autism Team, the Educational Psychology Service, Occupational Health, the Attendance and Inclusion Service and others. These services offer a wide range of support to families. Early identification is a key priority for us in order to support children and families. The 'assess, plan, do review' cycle is initiated as soon as a cause for concern and period of monitoring identify the need for this. Referrals are made at the earliest opportunity to ensure the involvement and support from specialist teams happens at the earliest stage. External professionals may attend SEN meetings, come into school to work alongside staff to develop skills and help staff understand how to meet individual needs, provide resources, carry out observations to inform SEN reports, and provide SEN consultations to identify which children require their involvement.