Reinwood Infant and Nursery School
Special Educational Needs and Disability Information Report
March 2026

This Special Educational Needs and/or Disability (SEND) Information Report has been complied using information required as set out in the Special Needs and/or Disability Code of Practice and Regulations 2015. We hope that, once you have read this report, you will feel more informed of the processes involved in identifying SEN and Disability and also the ways in which we work to meet the needs of children with SEND at school. The report is intended to help you gain an understanding of the ways in which your child's individual needs are being met and help you understand some of the terminology used when we are talking/writing about children with Special Educational Needs and Disabilities.

What kinds of Special Educational Needs and Disabilities (SEND) are provided for at Reinwood I & N School?	Reinwood Infants and Nursery School is a mainstream school that provides for a wide range of Special Educational Needs within the four broad areas of need areas of need as outlined in the SEND Code of Practice 2015. These are: • **Communication and Interaction (including Autism Spectrum Condition)** • **Cognition and Learning** • **Social, Emotional and Mental Health** • **Sensory and/or Physical** Appendix A of this information report provides more information and further details can be found within the school's SEND Policy which is available on the school website: **www.reinwoodinfantschool.co.uk**
Who are the best people to talk to in school about my child's difficulties with learning /SEND?	Your first point of contact is your child's **Class Teacher** who is responsible for: • Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (known as differentiation) • Checking on the progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work, additional support, precision teaching, adapting resources). They will let the SENDCo know of planned interventions for individual and groups of children for their class by recording this on their class provision map. • Making sure that records of your child's progress and needs are kept up to date • Creating and reviewing individual plans in consultation with the SENDCo • Carry out audits that will help identify areas that your child may need more support with • Carrying out observations and assessments of children • Completing relevant paperwork, as advised by the SENDCo, so that additional assessments can be arranged e.g., Speech Language Therapist Referrals • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so that they can achieve the best possible progress by making specific adjustments where necessary. • Attending regular training and completing independent research to ensure that skills are up to date. The **SENDCO** is responsible for: • Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • Liaising with parents to arrange informal and formal meetings to review your child's progress and provision in school. Ensuring that you are:

	- involved in supporting your child's learning - Kept informed about the support your child is getting • Liaising with other professionals who may be coming into school to help support your child's learning/development e.g., Speech and Language Therapy, Educational Psychology etc • Updating the school's SEND list (a system for ensuring all SEND needs of pupils in this school are known) and making sure that there are robust records of your child's progress and needs. • Monitoring, tracking and analysing the progress of all children paying particular attention to SEND pupils and monitoring intervention teams that they may be involved in. • Providing specialist support for teachers and support staff in school so they can help children with SEND in the school achieve the best progress possible. • Organising training for staff so that they understand and are confident about how to meet the needs of your child. • Liaising with teaching assistants with responsibility for supporting children with SEND to ensure that appropriate resources and equipment is available for children, staff and parents. • Support staff to carry out observations and assessment of children with SEND The **Headteacher** is responsible for: • The day-to-day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENDCO and class teachers but remains responsible for ensuring that your child's needs are met. • Making sure that the relevant documents related to SEND are up to date and accessible on the school website. • Making sure that the Governing Body is kept up to date about any issues in the school and that allocated monies are used appropriately and effectively. The **SEND Governor** is responsible for: • Making sure that the necessary support is given for any child who attends our school who has SEND • Creating and feeding back information regarding the delivery of SEND in school to the Governing Body.
How do we identify pupils with special educational needs and assess their need?	Early identification and assessment are vital so that effective provision can be put in place. There are a number of ways in which children may be identified as having SEN, including: • Information or concerns from previous setting • Information or concerns from parents • Information or concerns shared by other professionals from education, health or social care • Ongoing teacher assessments and observations • Monitoring of progress through a variety of activities including data analysis, work scrutiny, lesson observations, learning walks and pupil progress meetings Teachers who have concerns about a particular pupil and feel that the pupil requires support which is additional to or different from that which is given through Quality First Teaching, will work with the SENDCo to complete screening, audits or assessments. Further observation and assessment may be carried out by the SENDCo. We are child and family centred so any concerns about your child's progress will be discussed with you at the earliest opportunity. When we assess SEND, we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are helping your child in the same way. A decision may be made at this point to place your child on the school's SEND Register.

	Consideration may be given to refer concerns to outside professionals e.g., Educational Psychologist (EP), EYSEN (Early Years SEN), Complex Communication and Interaction (CCI), Hearing Impairment (HI), Visual Impairment (VI), Physical Impairment (PI), Speech and Language Therapist (SALT), Occupational Therapist (OT) at a Cluster Meeting where a range of professionals attend. These referrals can only be made with signed consent from parents.
How does the school consult with parents of children with SEND to involve them in their child's education to assess and review progress?	We work hard to build positive and effective partnerships with parents. We value the expertise of parents in helping school to identify children's individual needs and plan appropriate support. Review meetings with parents of children on the SEND Register are planned at least three times per year. At these meetings progress made, and future targets will be discussed, using the graduated approach (Assess, Plan, Do, Review). Copies of any new or amended plans are provided to parents/carers. Parents/carers of children with an Education Health and Care Plan (EHCP), and all professionals involved in supporting that child, will be invited to an annual review (bi-annual review if below 5). This meeting is an opportunity to review and amend outcomes and targets in the EHCP and ensure that provision continues to meet the individual needs of the child. Parents can request a review at any time throughout the year. We hold parent's evenings twice a year and we also operate an open-door policy so please feel free to make an appointment to see your child's class teacher or SENDCO if you have any concerns. We produce half termly topic letters so that you can see what your child is doing in school. The SENDCo is also available by phone or by email. Please call the school office on 01484 651103 or email **office@reinwoodinfants.org** marked for the attention of Ms Hoult.
How do we consult with pupils identified as having SEN to involve them in their education?	As part of the school's Quality First Teaching approach, all pupils take part in regular discussions with the class teacher and other adults about their learning and progress. Pupils are given verbal feedback and written feedback about their progress in each lesson. In addition, children identified as having SEND are encouraged to take an active part in reviewing their own learning and setting future targets as part of the termly review process. Children are asked (in a way that is appropriate to their age and understanding) what they are good at, what they would like to get better at, what they find difficult and what support they need. If your child cannot make contributions to their review observations will be made by the class teacher of what they are good at and how they can be best supported. We also carry out pupil interviews throughout the year so that children can tell us what they have learnt, things they have enjoyed and how we can make things even better.
What approach does the school have to teaching children with SEND?	Every teacher is a teacher of SEND and is responsible for <u>every</u> child's progress, including where pupils access support from teaching assistants or specialist staff. At our school, children benefit from high quality teaching which includes an appropriate broad and balanced curriculum that is differentiated to meet the needs of all learners, including those who need additional and/or further challenge. Our school's Quality First Teaching Commitment is: • To create an environment which is stimulating, creative, exciting, inclusive, nurturing, happy, safe and caring • To provide high quality teaching which is personalised, motivating and builds on children's prior learning • To establish supporting, nurturing and positive relationships between children, staff, parents, governors and the wider community • To plan and deliver a curriculum which is innovate, engaging, inspiring, meaningful and dynamic • To have high expectations for behaviour and learning built on the aspiration of our children, their parents, staff and governors

	Teachers use a variety of teaching styles and a wide range of resources and are aware of the needs of each child in their class. Sometimes children need additional support to make good progress. Additional support may include: • Small group support in/out of class • Individual support in/out of class • Access to specific resources (e.g. technology, specific aids) • Nurturing interventions • Specifically differentiated materials The school has a graduated whole school approach to SEND support. We believe that academic results are only one strand of children's achievements and what will help them succeed in life. If there is a strong and narrow focus on attainment, much of the progress that children with SEND make, may not be captured. This is why we believe in a holistic understanding of what works to improve life outcomes for our children.
What adaptations does the school make to the curriculum and learning environment for pupils with SEND?	Adjustments are made to the environments and the curriculum will differ according to the individual needs of children in each class. The school is an inclusive environment where children are given the support, they need to make progress. This means that children with SEND access a curriculum which is personalised, meaningful, engaging, and appropriate to their individual needs. The class teacher, SENDCo, external professionals e.g., Occupational Therapist, and parents/carers will agree any changes to teaching and learning arrangements that need to be made to support children with SEND. These may include: • Personalised timetables • Check lists • Specific seating positions • Symbols and visual prompts • Processing Time • Chunking of activities • Multi-sensory approaches • Sensory/ Power-Up breaks • Access to learning aids e.g., slopped writing board, technology e.g. iPads, Clicker Software • An increase in nurture-based curriculum This is not an exhaustive list but provides examples of adjustments that may be made within the school. Teaching approaches may also be adapted so that children with SEND can access the curriculum. This may be: • Small group support in class from the teacher or Educational Support Assistant • 1:1 support in the classroom, if necessary, from an Educational Teaching Assistant to facilitate access through support or modified resources • Small group support out of class from the teacher or Educational Support Assistant • Precision Teaching

How does the school make sure that children with SEND are able to engage in activities in school?	We are committed to ensuring that every child is included in all aspects of school life. Enrichment activities are planned for all children as part of the curriculum during the day, and children in KS1 are able to apply to take part in after-school activities. SEN and disabilities are not a barrier to participation. Children with SEN and disabilities are included in all educational visits and experiences, and appropriate support will be provided. If you are worried about whether your child might need additional support to take part in an educational visit, please come and talk to us. At all times, the safety of your child and that of other children is paramount and we will be guided by professionals if there is discrepancy between the expectations of parents or the school. Personal Care arrangements are made for those children that need intimate care. (See Intimate Care Policy).
How are staff trained to support children with SEND?	Every teacher is a teacher of SEND and is responsible for every child's progress. The school provides training and support for all staff to continually improve the teaching and learning of all children, including those with SEN. Planned continual professional development includes training on the SEND Code of Practice 2015, to ensure that all teachers are aware of and act upon their responsibilities. This may be whole school training on SEND issues or to support identified groups of learners in school, such as Autism or Dyslexia for example. In addition, individual teachers and teaching assistants are supported by other agencies such as Educational Psychologists, Speech and Language Therapists, Visual Impairments, etc., who provide advice, support and training linked to the needs of individual children. Through our partnership with the Early Years SEN Team (EYSEN) and Complex Communication and Interaction Team (CCI) school staff are offered support meetings and training opportunities.
How are the emotional, social and mental health needs of pupils in the school supported?	At Reinwood Infant and Nursery School we prioritise the wellbeing of all of our pupils through our nurturing ethos. The Emotional Health and Wellbeing of all our children is very important to us in particular those children with SEND. We have a small nurture room. Social and emotional interventions are available for children who need this type of additional support with our Wellbeing and Nurture Manager. Class teachers or parents identify those children that may be in need of some emotional support. The Wellbeing and Nurture Manager will then observe in class, meet parents and if appropriate have small group or 1:1 sessions with children that are struggling with their emotions. On some occasions it may be appropriate for us to make a referral to 'Kirklees Keep in Mind' for emotional support, this can only be done with the consent of a parent. The senior leadership team, teachers, teaching assistants and learning mentor ensure that they are available to listen and hear the views of all children within the school. Each class has a calm area where children can go to if they are feeling anxious or upset. In this area there is the 'I wish my teacher knew' alien/monster and a 'calm down' box that the children can use. Through the taught curriculum, including PSHRE topics and Collective Worship, pupils learn how to listen and respect the views of others. The school works closely with partner agencies to promote the mental health and wellbeing of our pupils and staff. The Deputy Headteacher is the Senior Mental Health Lead in school. We have Forest School teachers who takes classes into the forest for Forest Schools sessions or outdoor learning. Classes are taken out on a rota basis. We have extensive grounds, and we try to use nature as part of our curriculum at every opportunity. We have a robust Safeguarding Policy and Procedures in place, following National and Local Authority guidelines. The values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are actively promoted through provision of a broad and balanced and stimulating curriculum.

	We have a policy for administering medicines and this is available on request. You will be asked to fill in a form to say that we have permission to give your child medicine. This medicine will be kept in the school office. Inhalers are kept in the Class Medical box in each classroom. They are taken on visits and trips as will other medicines e.g., Piriton. All staff have Asthma and Anaphylaxis training.
How does the school work with other services to meet the needs of pupils with SEN and their families?	We work with a number of external agencies within education, health and social care. Sometimes children with SEND require more specialist interventions and strategies, and external professionals such as 0-19 (School Nurse), Educational Psychologist, Speech and Language Therapist, Specialist Outreach Service (CCI, HI/VI/PI), Early Years SEN (Portex and Portage), can advise and support school with this. Any referrals to other agencies are made in agreement with parents/carers, class teachers and the school SENDCo. Referrals to external agencies can only be made with signed consent from parents. We may hold multi-professional meetings with parents At these meetings we may discuss: • What will be put in place in school to make teaching and learning more effective • The targets for success • How we will all work together and what each of us will do • A review date to check for progress
How does the school know that the provision for children with SEN is effective?	Your child's progress is continually monitored by their class teacher, through observations during lessons, marking work, ongoing discussion with your child and support staff. Teaching and Learning is monitored and evaluated on a regular basis and in a range of different ways e.g. observations, work scrutiny, pupil interviews, learning walks and Pupil Progress Meetings etc. The attainment and impact of provision for children with SEND is scrutinised and relevant changes are made where necessary to ensure effectiveness as part of whole school monitoring procedures. Support for pupils with SEND is identified on individualised support plans, on planning and Provision Maps. Provision is evaluated for impact on progress. Governors and senior leaders of the school are informed of the impact of SEND provision through end of year data, termly feedback and through governor visits. We meet with parents to discuss individual plans, hold parent's evenings twice a year and have an 'open door' policy. We adapt timetables and transition arrangements as necessary. Our provision will be reviewed annually in consultation with Staff, Governors, Parents/Carers and Children. During this process we will evaluate the effectiveness of our provision and plan for the year ahead paying particular regard to the different and changing needs of our children.
How does the school support children moving through phases of education?	For children starting in Nursery, home visits and stay and play sessions are held to build relationships, enable both parents/carers and children to become familiar with the classroom and adults who will be teaching them. For children starting in Reception home visits and transition visits are held so that they can become familiar with the classroom and adults who will be teaching them. Children with SEND are invited to have additional transition visits with their parents/carers or nursery keyworkers. The SENDCo may also visit them in their setting before they start school. We liaise closely with parents and professionals when receiving and transferring children to and from different schools and settings, ensuring that all relevant information and paperwork is passed on securely, and that the children's individual needs are discussed and understood. If your child has complex needs, a transition meeting will be arranged with parents and staff from both schools/settings. Through our PSHRE scheme we work on managing and preparing for change. We also have a transition day in July and an induction week during the first week in September.

	Transition between year groups within school is planned as part of our annual transition programme. All information about the children is shared with the new teacher. More details about this can be found in the school's Transition Policy, which is available upon request.
How accessible is the school environment?	The school has an Accessibility Plan which contains information about the Curriculum, Premises and Written Information – it is available on the school website. The school building is shared with Reinwood Junior School, the Infants have the lower floor. This lower floor is on two different levels but is accessible to wheelchairs by platform lifts. The corridors are fairly wide, and wheelchairs can be easily manoeuvred into and around the building. Designated parking is available in the school carpark and access to parking at Season House is available via a parking permit. A disabled toilet is available with a changing platform. For children with specific physical or sensory needs, accessibility visits are carried out at school by Occupational Therapy, Physical/Hearing/Visual Impairment Professionals, with parents/carers and their child, to ensure that the school is able to make any adjustments prior to the child starting school.
How is additional funding for SEND is used within the school?	The school budget includes money for supporting children with SEND. The Headteacher decides on the budget for SEND in consultation with the school governors, based on the needs in the school. The Headteacher, Deputy Headteacher and SENDCo decide on the deployment of resources for SEND. They discuss all the information that they have about SEND in the school, including: • The children getting extra support already • The children needing extra support in the immediate future • The children who have been identified as not making as much progress as would be expected • The children who need social and emotional support They then decide what resources/training and support is needed and allocate provision to best meet the needs of all children. This process is on-going, and allocations may change depending on the changing needs of the children. Children at SEND Support will access support based on needs through the school SEND budget and additionally through Pupil Premium if they are in receipt of Free School Meals. Children identified as needing an Education Health Care Plan (EHCP) will receive additional funding from the Local Authority called a 'Top Up'. The SENDCo and Headteacher discuss how this is used to ensure that the school are providing the provision as detailed in the EHCP. Children in Care, in receipt of Pupil Premium will have an identified plan of how additional funding will be accessed and used as part of a Personal Education Plan (PEP).
How do we support children who are Looked After by the Local Authority and have SEND	The Headteacher (Mrs Symonds) and Deputy Headteacher (Mrs Conquest) are the designated members of staff for Looked After Children. They will work closely with parents/carers, Social Workers and Educational Psychologist to create a Personal Education Plan (PEP). The Educational Psychologist may observe the children in class or do some 1:1 work. We may use some of our Looked After Premium to support the child e.g., play therapy, extra-curricular activities, nurture sessions with our Learning Mentor.

What should I do if I have a complaint about SEND provision?	If you have any concerns or questions about our SEND provision, please speak to your child's teacher, as worries can usually be dealt with very quickly. You are also welcome to contact the SENDCo. Complaints can be made following the school's complaints procedure within the complaints policy. A copy of the policy is available on the school website.
Who can I speak to for further information?	General information relating to SEND can be found on the school website, including the SEND Policy and Parent's Guide to SEND. Further information is available from the SENDCo (Ms Hoult) the Inclusion Manager (Mrs Conquest) and the Headteacher (Mrs Symonds). For Social, Emotional and Mental Health concerns please contact our Wellbeing and Nurture Manager (Miss Whitworth). All of the above can be contacted through the school office office@reinwoodinfants.org Tel: 01484 651103 School website: www.reinwoodinfantschool.co.uk **The following websites provide a lot of very useful information for parents of children with SEND in Kirklees:** Kirklees Council Local Offer can be found at: www.kirkleeslocaloffer.org.uk Kirklees Independent Advice Service www.kias.org.uk Tel: 07771 9773 84 Joanne.Grenfell@kias.org.uk Parents of Children with Additional Needs www.pcankirklees.org Kirklees Keep In Mind – https://kirklees-keep-in-mind.nhs.uk/ Special Needs and Disabilities Assessment and Commissioning Team (SENDACT) Tel: 01484 456888

SEND Broad Areas of Need

Definitions from the SEN and Disability Code of Practice 2015

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the references section under Chapter 6 for a link).
6.35	Some children and young people with disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.