



Westfield Family of Schools

SEND Information Report 2025-2026

Waterthorpe Nursery Infant School



1	What kinds of special education needs are provided for?	Currently we provide for children with needs identified on the Sheffield Support Grid in the areas of Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical Needs. This includes children who have a diagnosis of Autism Spectrum Disorder (ASD), Attention, Deficit, Hyperactivity Disorder (ADHD), Cerebral palsy, language and communication difficulties, visual impairments and different medical needs. We also have a number of children who are awaiting further assessment and their needs identified formally and do not yet have a diagnosis. In September 2022 to support the increasing number of children with complex special educational needs in school we developed our Rainbow room provision. This is a specialist classroom that children may access if they have complex social communication and interaction difficulties. A very bespoke curriculum is provided for nine children that are supported by four full time members of staff and a part time teacher. The curriculum for these children is planned with support from professionals working with the children including the Educational Psychologist, Speech and Language Therapists and Autism Team. Where possible these children access the mainstream provision that is suitable for their needs alongside the Rainbow room provision. Our Rainbow room provision has a maximum of nine places and children must have an Educational, Health and Care Plan and be identified as level 4 or 5 in more than one area of the Sheffield Support Grid, including Communication and Interaction.
2	How does the school identify children with special educational needs?	Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc as appropriate to the child. Concerns from parents are discussed and recorded and the child monitored further by the SENDCO following the graduated response approach. All parental concerns are acted upon and recorded though CPOM's.

		Some children arrive at Waterthorpe Nursery Infant School with their SEND needs already identified from their previous setting. Transition conversations are held with previous educational settings to ensure a smooth transition to our school is achieved. The named SENDCO at Waterthorpe Nursery Infant School is Mrs Michelle Taylor. She can be contacted on 0114 2484943 mtaylor@waterthorpe.sheffield.sch.uk
3	How many children in the school have special educational needs?	SEN Support – There are currently 36 children with SEND Support status. Education, Health and Care Plan – There are currently 7 children with an EHCP in school.
4	What are the arrangements for consulting parents of children with SEN and involving them in their child's education?	All children with SEND have 3 progress meetings per year where we discuss with parents the progress their child has made against previous targets set and together set new targets. We strive to include parents view points and preferences when setting these targets. For children that are identified as Level 3 or above on the Sheffield Support Grid, an extended support plan or My Plan may be developed if appropriate. We use One Page Profiles for some children, which include parent's views on strategies that could be used that work well for their child. Please speak to your school's SENDCO if you feel that a My Plan or a One Page Profile may suit your child. All parents have additional parent's consultation times through the year and are welcome in school at any time to discuss their child.
5	What are the arrangements for consulting young people with SEND and involving them in their education?	We use Pupil Friendly support plans where possible, throughout the Family of Schools which the child is included with producing, if appropriate. We know from this support plan what each person is going to do to support them to meet their targets/ outcomes, and what their own role is. Pupils' views are collected on the review notes, and on a One Page Profile if this is an appropriate tool for the child.
6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response (as detailed in the SEND policy 2025-2026) where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEND support as determined by their progress. We use the Sheffield Support Grid to help us ensure that we are doing everything that we need to and can for an individual child.

7	How many children have met the exit criteria and no longer need this support?	SEND is a very transient state; some children may need support for their entire time at Waterthorpe Nursery Infant School. Some may make good progress so that their attainments are in line with their peers and no longer require SEND support. We liaise with parents to decide whether SEND is to be continued.
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	Learners that have been offered a place at our setting may be invited to attend on a few occasions before joining the setting. For learners with SEND the SENCO will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner. Learners are prepared to move onto Junior School following the Family of Schools transition programme, which can be amended to suit individuals and their SEND. Friendships groups are one of the things that are taken into account when setting up new class groupings but this is not the only criteria. The classes are usually mixed on an annual basis.
9	What is the approach to teaching children with SEND?	We strive to be as inclusive as possible at Waterthorpe Nursery Infant School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEND can access. Differentiation, where the learning is adapted to meet every learners needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning. Some children with SEND receive learning through interventions and this can be ongoing or for a block of support. Class teachers are involved in the SEND reviews and feed their opinions into the targets set for each child. For our children with more complex needs a more individualised approach is needed. This may include a bespoke programme of provision where children access provision at their level of development.
10	What adaptations are made to the curriculum and learning environment of children with SEND?	The SENDCO and class teacher, together with parents, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies and with reference to the Sheffield Support Grid. The programmes are closely monitored and updated as necessary The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND. We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND.

		We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. fine motor skills group, gross motor skills group or booster interventions in literacy and numeracy.
11	How does school ensure that staff have the relevant training to support children with SEN?	The Westfield Family of Schools ensures 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 SENDCO group plan this training around the changing needs of the children that we have in our schools. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.
12	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	Annual parent questionnaires are completed to gather views from all parents. Feedback is taken at SEND review meetings from parents and learners. We refer closely to the Sheffield Support Grid to ensure we provide what is expected for individual pupils. The Senior Leadership Team and Governors monitor performance through sub-committees and reports to set targets for performance.
13	How do you ensure learners with SEND are included in non-classroom based activities?	Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included. Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary. Where necessary school will make physical adaptations to allow learners with SEND to be included.
14	What support is available for improving social and emotional development?	All children in school work on Relationships, Social and Health Education (RSHE). School assemblies also cover a broad range of aspects within this curriculum. In addition to this, school raises awareness through themed activities such as anti-bullying week, and Family of School events such as litter picks and cake sales for Children In Need. Where a child requires a higher level of support than this school will plan a programme of support written around an individual child's needs. As a school we follow a trauma informed approach to support social and emotional development for our children. Staff in school have received training for this.
15	How does the school involve other agencies in meeting children's SEND and supporting their families?	Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Multi Agency Support Team (MAST) who offer a wide range of

		support to families. We involve other agencies in agreement with parents and in line with the graduated response.
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