

ABBNEY HILL PRIMARY AND NURSERY SCHOOL

SEND INFORMATION REPORT

September 2025

“THERE IS NO CEILING TO WHAT OUR ABBEYHILLIANS CAN
ACHIEVE AS THEY GROW AND GET BETTER FROM WHERE THEIR
LEARNING JOURNEY BEGINS.”



Achieving our dreams together





Vision

At Abbey Hill, inclusion means every pupil belongs, thrives, and starts strong: first day and everyday. Belonging is key: every Abbeyhillian voice is heard to express their needs and interests. With unapologetic ambition, we meet needs with love, flexibility, scaffolds for success and a drive for every pupil to achieve their full potential.

Strong Starts and Fresh Starts



Pupils: A great start every day and a fresh start when it's needed. One eye always on the next phase of education or preparing for adulthood.

Parents: Partners from day one through outreach, a warm welcome and relationship building.

Teaching and Learning: Engaging learning which builds on what's gone before, maintains excitement for what's to come and supports Abbeyhillians to progress.

Behaviour and Attitudes: Driven by our vision and values with a focus but with the opportunity to repair and start afresh when we need to.

Policy and Practice: Vision and Values, Behaviour, Attendance, Strategic Transition Plan, Timetables, Curriculum Progression, Parent Communication Strategy, Golden Gate, Curriculum

Adaptive Practice for Ambitious Futures



Pupils: Ambition for every child sits at the heart of our provision with multi-agency working supporting the adaptive practice we deploy to fulfil these.

Parents: Effective and proactively communicated with to learn about children's needs together, adapting our practice accordingly.

Teaching and Learning: A curriculum which is adapted to our Abbeyhillians and feeds into adaptive teaching and learning.

Behaviour and Attitudes: A relational approach which forms and maintains relationships and a sense of belonging for all pupils.

Policy and Practice: Curriculum, Behaviour, Teaching & Learning, Enrichment Menu, Adaptations, SEND Pathway, SEND Policy, Attendance, Pupil Progress reviews, Intervention

Getting it right for everyone



Pupils: Pupil voice is heard. Pupil need is known. Achievement and wellbeing sit at the core of our ambitions.

Parents: A team receptive to the knowledge our families have of their Abbeyhillians.

Teaching and Learning: A commitment to flexibility where provision aims to nurture. A desire to be innovative and imaginative practitioners who take pride in our offer to Abbeyhillians.

Behaviour and Attitudes: Driven by our vision and values with the opportunity to repair and start afresh when we need to.

Policy and Practice: Curriculum, Behaviour, R2i, Pupil Premium Strategy, Behaviour, Pupil Parliament, Teaching and Learning, Conceptual Framework, CPD

Pathways of Potential



Pupils: A graduated approach with a systematic pathway which scaffolds Abbeyhillian journeys to success.

Parents: Supported and guided as partners in ambition and provision.

Teaching and Learning: Unapologetically ambitious for all, driven by plan, do, review and a proactive approach to multi-agency working.

Behaviour and Attitudes: A commitment to holding the highest standards for every child because every member of staff is a leader of inclusion.

Policy and Practice: SEND Pathway, Teaching and Learning, Multi-Agency working, Pupil Progress, Reporting to Parents and Parents' Meetings, Provision plans, Intimate Care, PEEPs, Risk Assessments, Funding inc. Notional Spend



"Diversity is being invited to the party, inclusion is being asked to dance." Verner Myers
Abbey Hill is the dancefloor.

Achieving our dreams together



Welcome to Abbey Hill Primary and Nursery School's SEND information report. We are a mainstream school which welcomes children with special educational needs and disabilities. We want all children at Abbey Hill to feel equal and included in every aspect of school life. At our school every child is valued, respected and supported to achieve their best; the views and feelings of every child are listened to. We have high expectations for all our children and make appropriate adaptations to meet their individual needs. We embrace the fact that every child is unique, and, therefore, the approach to education is different for every child; this is especially the case for children with Special Educational Needs.

Question	Response
<p>Who is the Special Educational Needs Coordinator (SENCO) at Abbey Hill?</p>	<p>Mrs Vicki Hardy is our school SENCO. You can contact her by calling the school office on: 01623 484512 Or you can email her directly at: vhardy@abbeyhill.notts.sch.uk</p>
<p>What kinds of Special Educational Needs do Abbey Hill Primary and Nursery School support?</p>	<p>The four main areas of special educational need as outlined in The Code of Practice are:</p> <ul style="list-style-type: none"> • Communication and Interaction Needs • Cognition and Learning Needs • Social, Emotional and Mental Health Needs • Sensory and/or Physical Needs
<p>How does Abbey Hill identify children with Special Educational Needs and Disabilities (SEND) and how do we assess their needs?</p>	<p>At different times in their school life, a child or young person may have a Special Educational Need. This may be a need that requires support for a short period of time, or throughout their educational journey. The Code of Practice defines SEND as follows: "A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</p> <ul style="list-style-type: none"> a) has a significantly greater difficulty in learning than the majority of others the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions." <p>Our class teachers monitor all children continually and assess them termly identifying any children who have not made the expected level of progress. Where pupils' progress is significantly below age related expectations,</p>



	<p>despite high quality teaching targeted at specific areas of difficulty, teachers will complete the Routes to Inclusion process which may lead to the pupil receiving SEND Support.</p>
<p>How do we communicate with parents and carers of children with SEND and involve them in their child's education?</p>	<p>At Abbey Hill, we value the importance of working in partnership with parents, carers and families within our school community.</p> <p>If you have any questions or concerns about your child's education, wellbeing or progress the first person you should talk to is your child's class teacher. You may also want to contact them to share information about how your child's home life may be affecting the way they learn or behave at school. If required, the class teacher will work with parents/carers to complete the Routes to Inclusion process. This will help them to understand any difficulties your child has and how they can support them.</p> <p>The SENCO is also available to discuss any concerns or worries you may have. Please use the contact information above if you would like to arrange a meeting.</p> <p>Sam Jeffs is our Child and family Support Worker and is available to speak to parents and carers about any concerns they have during the school day. As part of her role Sam supports families who have poor attendance, and she will work alongside parents and carers to improve this. Sam is also our Deputy Designated Safeguarding Lead and will support families who are open to Social Care. She also supports children by providing open talk time and drop-in sessions.</p> <p>Once the Routes to Inclusion process is complete if your child is identified as needing SEND Support, we will set individual targets and create a Learning Support Plan. Parents/Carers are informed, and they are involved in the review process which takes place at the end of each term.</p> <p>Where relevant, information school gets from other professionals will be shared with you and you will receive a copy of the report.</p> <p>If your child has an Education and Health Care Plan (EHCP) you will be invited to an annual review.</p>



<p>How do we listen and respond to children with SEND and how do we involve them in their education?</p>	<p>All children, including those with SEND are encouraged to share their views about their education, progress and individual targets. As part of our relational approach to supporting children’s wellbeing open talk time is welcomed whenever a child requires it.</p> <p>Where they are able the children are involved in setting and reviewing their targets with their class teacher and support team.</p> <p>Children with an EHCP are invited to contribute their views in their annual review meeting and they can either attend the meeting in person or send their views to be shared on their behalf.</p>								
<p>How do we assess and review children’s progress towards their outcomes and how do we evaluate how effective their provision has been?</p>	<p>We aim to identify children with SEND as early as possible following a graduated response using the four-part cycle of:</p> <div data-bbox="331 758 526 949" style="text-align: center;"> </div> <table border="1" data-bbox="571 582 1881 1165" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #f2f2f2;">Assess</td> <td>We will assess the pupil’s needs by taking into consideration information from the class teacher, support staff, schoolwork and assessments. We will also gather information through discussions with the child and their parents/carers (Routes to Inclusion)</td> </tr> <tr> <td style="background-color: #e1f5fe;">Plan</td> <td>The team around the child will plan any interventions and support that need to be put in place to meet the child’s needs and for them to make progress.</td> </tr> <tr> <td style="background-color: #ffe0b2;">Do</td> <td>The team around the child will implement the support plan for an agreed amount of time. The support plan could include things such as: In class support, small group support, 1-1 support, specific interventions or outside agency support.</td> </tr> <tr> <td style="background-color: #e1f5fe;">Review</td> <td>The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the additional support and/or interventions have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child. After the first review it may be decided that the pupil should be placed on the Special Needs register and have a written learning plan.</td> </tr> </table> <p>In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child’s class teacher and, where appropriate, the SENCO to review the short-term targets and to discuss the progress your child has made. We also encourage an “open door” approach whereby class teachers are available to talk to parents and carers either before or after school, and the SENCO is available during her non-teaching times and through e-mail contact.</p>	Assess	We will assess the pupil’s needs by taking into consideration information from the class teacher, support staff, schoolwork and assessments. We will also gather information through discussions with the child and their parents/carers (Routes to Inclusion)	Plan	The team around the child will plan any interventions and support that need to be put in place to meet the child’s needs and for them to make progress.	Do	The team around the child will implement the support plan for an agreed amount of time. The support plan could include things such as: In class support, small group support, 1-1 support, specific interventions or outside agency support.	Review	The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the additional support and/or interventions have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child. After the first review it may be decided that the pupil should be placed on the Special Needs register and have a written learning plan.
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	<p>Where necessary, children will have a Learning Support Plan based on specific targets set to meet their individual needs with the intention of supporting and accelerating their learning and to close the gap. Progress against these targets will be reviewed regularly, and a future plan made.</p> <p>The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>Your child's progress will be continually monitored by his/her class teacher on a day-to-day basis. Their progress will also be reviewed more formally and tracked by the SENCOs every term in reading, writing and maths. Through parent consultations and end of year reports, teachers will share your child's attainment against age related expectations and the level of progress they have made.</p> <p>At the end of Year 6 all children are required to be formally assessed. This is something the government requires all schools to do, and the results are published nationally.</p> <p>Alongside class teachers and subject leaders, the SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place as part of the Assess Plan Do Review process.</p> <p>Regular book looks and lesson visits will be carried out by the SENCO, subject leaders and other members of the Senior Leadership Team to ensure that the quality of teaching and learning is such that the needs of all children are met, and progress is being made in all areas of the curriculum.</p>
<p>How will we support children with SEND who join our school?</p>	<p>We recognise that transition to a new school can be difficult for some children with SEND so we take steps to ensure their transitions are as smooth as possible:</p> <ul style="list-style-type: none"> ➤ We will work closely with your child's nursery or school setting and gather as much information as we can about your child from all the professionals involved. ➤ We will arrange to meet you and your child in your home setting if appropriate. ➤ We will invite you to come and visit our school. You may want to come alone before you bring your child to meet us - we will do whatever is best for your child. The SENCO will spend time with parents/carers and your child to find out as much as we can about your child to support their move to our school.
<p>How will we support children with SEND as they move to a new year group?</p>	<p>We understand that changing classes, year groups and teachers can be daunting for some children with SEND. To support them we will:</p> <ul style="list-style-type: none"> ➤ Create and send home transition booklets containing photos of your child's new class, teacher and teaching assistants. ➤ Plan additional visits to their new class if necessary. ➤ Share information with your child's new key adults to ensure they are fully aware of your child's SEND.



	<ul style="list-style-type: none"> ➤ Provide transition visits where your child will spend time with their new class and teachers in the Summer term. ➤ Invite you to meet your child's new key adults during transition week.
<p>How will we support children with SEND when they transfer to secondary school?</p>	<p>When your child has been allocated a place at a secondary school, Our SENCO and Year 6 teacher will start to work with the SEND team at their new school to ensure all relevant information is shared.</p> <p>Depending on the feeder school we may:</p> <ul style="list-style-type: none"> ➤ Meet with the SEN team at the secondary school to share information and discuss the provision and support that we have put in place for your child. ➤ Arrange extra visits to the secondary school. ➤ Arrange for parents/carers to meet with the SEND team at the feeder school. ➤ Arrange for outside agency support to be put in place if we feel that your child would benefit from this. ➤ Submit a bid to gain funding for additional support to support your child's move to secondary school. ➤ Create transition booklets to support you child so they can become familiar with the new buildings, routines and timetables. ➤ Provide open talk time sessions for your child to share any worries they may have and find ways to overcome these.
<p>How do we help to support and prepare children for adulthood?</p>	<p style="text-align: center;">At Abbey Hill our school vision is: <i>Achieving our dreams together</i></p> <p>Through our Abbey Hill Factor we strive to nurture confidence and self-belief so that all pupils can know, experience and believe key principles and life events to help them become successful adults in our society.</p> <p>Our values in school support and promote the British values as defined in the 2011 Prevent Strategy:</p> <ul style="list-style-type: none"> ➤ Democracy ➤ The rule of law ➤ Individual Liberty ➤ Mutual Respect ➤ Tolerance of those of different faiths and beliefs <p>In school these values are promoted at all times and are interwoven into curriculum areas and form a key part of our expectations of children, parents and staff.</p>



	We all try our best to follow the Abbeyhillian Way which is to have – Positive Language, Positive Actions and Positive Relationships
How do we teach children with SEND?	<p>We support all children to be part of a mainstream class and have access to high quality first teaching alongside their peers.</p> <p>If a learner is identified as having a SEND, they will require support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of quality first teaching. Support and interventions will be planned for each child to help them overcome their barriers to learning.</p> <p>This support is set out based on the individual needs of the pupil and will follow the graduated response cycle of Assess, Plan, Do, Review as described above.</p>
How do we adapt the curriculum and learning environment for children with SEND?	<p>All children’s needs are identified and reviewed regularly to ensure we are making adaptations that support all children with SEND. At Abbey Hill we are ambitious and encourage all of our children to “achieve their dreams together” through promoting confidence and self-belief. Our curriculum is designed to engage all learners, to promote learning together and prepare our children to be 21st Century citizens.</p> <p>The school environment, including classrooms are continuously adapted to meet the varying needs of the children. Each classroom has a quiet space or a reading area where children can go independently for time out or to self-regulate. Some children may require an individual workstation within their classroom, which enables them to access the high-quality teaching from their class teacher whilst having a space of their own. Children are supported to learn as part of a class, in small groups and at times on a 1:1..</p> <p>Our sensory room supports children with regulation, provides a sensory diet and develops communication and social skills. We have an enhanced provision which consists of two rooms: The Hive and The Honey Pot. It is staffed by 4 teaching assistants and offers a bespoke curriculum for pupils with complex needs. This curriculum is planned and overseen by the SENCO and follows therapeutic classroom ethos, providing a space which is calming and therapeutic, has a low sensory load, and supports both child and adult led learning.</p>
What additional support for learning is available in school for children with SEND?	<p>At Abbey Hill we offer a large range of high-quality interventions delivered by experienced staff members. These include:</p> <ul style="list-style-type: none"> ➤ Little Wandle phonics - small group or 1:1 support ➤ Additional daily reading sessions ➤ Pre teach sessions for Maths, Reading and Writing ➤ Precision teaching



	<ul style="list-style-type: none"> ➤ Attention Autism ➤ Attention and Listening ➤ Let's interact ➤ Speech & Language Communication Plan support ➤ Makaton: the use of signs & symbols ➤ Communication boards ➤ Singing hands ➤ Movement therapy ➤ Proprioception and Interoception ➤ Brain breaks ➤ Sensory input/diets including sensory circuits ➤ Sensory room sessions ➤ ➤ Dough Disco ➤ Busy fingers ➤ Funfit ➤ Drawing and talking including advanced practitioners ➤ Open talk time ➤ ELF (Emotional Literacy Footprint) including through cooking and Nursery Rhyme groups ➤ Friendship groups
<p>How will staff across the school support my child?</p>	<p>At Abbey Hill all staff have a responsibility for supporting children with Special Educational Needs and Disabilities. The responsibilities of key staff are as follows:</p> <p>The Class Teacher:</p> <ul style="list-style-type: none"> ✓ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinators (SENCOs) know as necessary. ✓ Working closely with any support staff who help your child during the school day, ensuring all members of the team around your child are kept informed and up to date. ✓ Writing individual targets and an Individual Learning Support Plan and sharing and reviewing these with parents once each term. ✓ Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.



	<p>The SENCO:</p> <ul style="list-style-type: none"> • Providing professional guidance and support to colleagues and working closely with staff, parents and other agencies. • Writing the SEND Policy and SEND Information Report which must be published on the school website and updated annually. • Overseeing the day-to-day operation of the school's SEND policy. • Co-ordinating provision for children with SEND. • Advising on a graduated approach to provide SEND Support. • Working in partnership with parents of pupils with SEND regularly. • Communicating with a range of external agencies including the SFSS team, Communication and Interaction Team, Cognition and Learning Team, school health, educational psychologist, Behaviour Support Team (NAP), medical agencies including paediatricians and the ICDS team. • Working in partnership with the Year 6 team to manage the transition process to secondary school. • Ensuring school keeps the records of pupils with SEND up to date. • Working with the head teacher, senior leadership team and school governors with regards to reasonable adjustments and access arrangements. <p>The SEND Governor:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is given for any child with SEND who attends the school. • Supporting and challenging the Head teacher and SENCO with regards to SEND within the school.
<p>How are the staff in school supported to work with children with SEND and what training do they have?</p>	<p>Our school SENCO, Mrs Hardy is an experienced teacher who has been teaching for 30 years and has been the SENCO at Abbey Hill for over 20 years. For several years she also held the role of Family SENCo, co-ordinating SEND funding and provision across the family of schools. She works closely with the current Family SENCO and District SENCo to ensure that provision for SEND pupils is always the best it can be.</p> <p>Sam Jeffs, the school's Child and Family Support Worker works in close partnership with the SENCO ensuring that needs are met in all aspects of our children's lives.</p> <p>All staff are trained to deliver quality first teaching to all children, including those with SEND. Once the school have identified the needs of the children with SEND, the SENCOs and Senior Leadership Team decide what training and support is required. We have ongoing CPD opportunities for all staff throughout the year. We work closely with outside agencies to provide training and support to school staff.</p> <p>Recent training has included:</p> <ul style="list-style-type: none"> ➤ Understanding the 4 key areas of SEND and the barriers they present ➤ Supporting learners through the use of dual coding



	<ul style="list-style-type: none"> ➤ Adaptations to writing ➤ SEND adaptations across the curriculum ➤ Understanding autism ➤ Attention Autism ➤ RPI-Physical intervention ➤ Basic First Aid and Paediatric First Aid ➤ Intimate Care ➤ Attachment and Trauma Training, including ACES (Adverse Childhood Experiences) ➤ Relational approach to behaviour support ➤ Emotion Coaching ➤ Writing Learning Plans using Insight ➤ Planning personalised Curriculums ➤ Using the Boxall profile to assess and create learning plans ➤ Using the Motional Tool to assess and create learning plans <p>To support parents of children with SEND:</p> <ul style="list-style-type: none"> ➤ Solihull Parenting Programme ➤ Parenting Autism ➤ Parenting ADHD ➤ EBSA (Emotional Based School Avoidance)
<p>How will equipment and facilities to support children with SEN be secured?</p>	<p>The school budget, received from Transform Multi Academy Trust, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEND in the school and use this to decide what resources, training and support is needed.</p> <p>Some children will be identified as requiring further specific additional support. In these instances, the SENCO will submit bids for AFN or HLN funding according to the child's level of need. These bids are moderated by external parties and funded levels are allocated once the moderation process has been completed.</p> <p>Some children may have an Education, Health and Care Plan (EHCP) which will outline any additional support specific to the needs of the child. The effectiveness of the support provided through the EHCP will be reviewed annually.</p>
<p>How are children with SEND able to</p>	<p>We believe that all children are entitled to the same access to extra-curricular activities, and we are committed to making reasonable adjustments to ensure participation for all. Where applicable any additional support or necessary adjustments are recorded on a risk assessment for that activity.</p>



<p>engage in activities available with children in school who do not have SEND?</p>	<p>All children are encouraged to participate in a range of school trips, activities and residential trips. An individual risk assessment is written by the class teacher in partnership with Key Stage leaders, the SENCO and Miss Deakin our Educational Visits Co-ordinator. All staff must read and sign the risk assessments before activities take place.</p> <p>Our School Parliament use pupil voice to gather the views of all children in school and play an active role in ensuring all children feel represented.</p>
<p>What support will there be for my child's social and emotional development and overall well-being?</p>	<p>The emotional health and well-being of every child at Abbey Hill is extremely important to us. We work closely with the whole team around a child to ensure we meet their individual needs. We recognise that some children have additional emotional and social needs that need to be developed and nurtured.</p> <p>All classes follow SCARF, a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.</p> <ul style="list-style-type: none"> • Open talk time sessions with our CFSW • ELSA sessions • Social awareness games and activities • Breakfast drop in sessions • Relational based individualised learning in the Hub • Family style lunch time support – eat and chat • Lunch time social skills sessions • emotion coaching • Drawing & talking sessions • Individualised programmes of work specific to the child • Access to external agencies and professionals to follow their advice • A staff team trained in Attachment and Trauma, including ACES and relational approaches to supporting children • Safeguarding team who work closely with the whole team around each child <p>The school has a Relational Behaviour Policy with clear and consistent systems for supporting children who make wrong choices with regard to their behaviour. Our use of emotion coaching and co-regulation support children in understanding the feelings and emotions behind their behaviours, how their behaviours affect others and what they can do to improve behavioural choices.</p> <p>We have an anti-bullying policy that has been written by staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to</p>



	<p>parents its core principles regarding inappropriate behaviours and bullying. Abbey Hill also has anti-bullying ambassadors who are available to support children during unstructured times of the school day.</p> <p>Our school parliament meet regularly and also play a pivotal role in ensuring all children feel safe at Abbey Hill.</p>
<p>How does school manage the administration of medicines?</p>	<p>Any children with additional medical needs are supported well. All medical requirements are requested from parents prior to admission, and these are added to the child's information file on Arbor.</p> <p>All medicines are labelled and kept in a locked cupboard that are accessible to appropriate members of staff. Written records are kept of all medicines administered to children.</p> <p>For those pupils needing medicine regularly, or intimate care we complete an individual health and intimate care plan which is reviewed with parents annually.</p>
<p>What are the admission arrangements for children with a disability?</p>	<p>Please refer to the Nottingham County Councils admissions policy https://www.nottinghamshire.gov.uk/education/school-admissions and our own school's admissions policy which can be found on the website.</p>
<p>How accessible is the school for children with disabilities?</p>	<p>The school is fully compliant with the Disability Discrimination Act (DDA) requirements.</p> <p>The school is all on one level and fully accessible with disabled toilets and changing facilities. The outdoor area has a ramp to allow access to the lower playground and all steps have handrails. There is a disabled toilet in both the Foundation Stage building and main school building, both with changing facilities and showering facilities. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO works alongside the Head teacher to manage the SEND budget,</p>



	<p>ensuring that all pupils have access to the very best equipment. We are in the process of installing a sensory room in the main school building that will be accessible to all children. There is a disabled parking space available in the school car park.</p> <p>We have an up-to-date accessibility plan which is considered each year and whenever there is building work. Please refer to the school website for a copy of the accessibility plan.</p>
<p>Which outside agencies provide support to meet the needs of children with SEND in school and to support their families?</p>	<p>Through the Local Authority we can access:</p> <ul style="list-style-type: none"> The Family and District SENCOs The Schools and Family Specialist Service for children aged 2-7 The Communication and Interaction Team for children aged 7-11 The Cognition and Learning Team for children aged 7-11 Visual Impairment Team Hearing Impairment Team Educational Psychology Service Behaviour and Attendance Support (NAP) Physical Disability Support Service (PDSS) Inclusive Technology team <p>Nottinghamshire Health Provision available:</p> <ul style="list-style-type: none"> School nurse Speech and Language Therapy Occupational Therapy Physiotherapy CAMHs (Child and adult mental health service) Paediatrician support <p>Transform Trust Provision available:</p> <ul style="list-style-type: none"> SENCO network meetings Professional development opportunities for all staff Enhanced Provision Panel Reduced Timetable Panel <p>We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child, then we will always obtain written parental consent. Parents/carers will be kept informed of any feedback and we will share written reports where appropriate.</p>



	Parents/Carers of children with SEND can also access the 'Ask Us Nottinghamshire' website www.askusnotts.org.uk and helpline 0800 121 7772 for specialist information and advice.
How can I make a complaint about the SEND provision at school?	We always try to do our very best to work in partnership with parents/carers and listen to any concerns you may have. We therefore ask that you contact your child's class teacher first and if you feel the matter is unresolved you can also speak to Mrs Hardy (SENCO) or Mr Jevons-Newman (Head Teacher). However, if a parent/carer continues to be unhappy about the provision for their child then a formal complaint can be made to the Chair of Governors (Mr Karl Simpson).
What support services can I contact if I need help, advice or support for my child with SEND?	The following websites all have useful information and details of advice and support networks: <ul style="list-style-type: none"> ➤ Ask Us Nottinghamshire: www.askusnotts.org.uk or call them on 0800 121 7772. ➤ The Nottinghamshire County Council Local offer: https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9 ➤ The Government guide for Parents and Carers: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers ➤ The National Autistic Society: https://www.autism.org.uk/about/family-life/parents-carers.aspx
Who can I contact in school and talk to if I have concerns about my child?	Your child's Class Teacher Mrs Hardy (SENCO) Mr Jevons-Newman (Head Teacher) Mrs Karlonas (Deputy Head Teacher) Sam Jeffs (Child and Family Support Worker)
This information report will be reviewed in September 2026	

