Special Education Needs Information Report

July 2026

Information for parents, carers and our school community

BE KIND • BE CURIOUS • BE MY BEST

Accessibility of this Information Report

We are committed to ensuring that this information is accessible to all parents, carers and members of our community. This report is written in plain English and can be provided in alternative formats upon request, including:

- Large print
- Different electronic formats
- Translated versions for families who speak English as an Additional Language (EAL)
- Support to access the information where required

Please contact the school office or the SENCO if you require this report in an alternative format.

What this report covers

18 questions, followed by a glossary of key terms

1 How does the school make sure the admissions process is fair for pupils with SEND?

2 What types of SEND does the school provide for?

3 Who will support my child? What training do they have?

4 What should I do if I think my child has SEN?

5 How will the school know if my child needs SEND support?

6 How will the school measure my child's progress?

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16 What support is in place for looked-after (LAC) and previously looked-after children (PLAC) with SEND?

17 What should I do if I have a concern or complaint about my child's support?

18 What support is available for me and my family?

GLOSSARY

Key SEND terms

1. How does the school make sure the admissions process is fair for pupils with SEND?

At Mapperley Plains Primary School the admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans (EHCPs) and those without.

Admissions for Nottinghamshire schools are through School admissions hub | Nottinghamshire County Council

For children with an EHCP, the process is overseen by the Statutory SEND Service | Nottinghamshire County Council

2. What types of SEND does the school provide for?

Area of need	Examples
Communication and interaction	Autism spectrum condition Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Anxiety and mental health need
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Medical conditions

3. Who will support my child? What training do they have?

SENCO

The SENCO role is currently held by Mrs Carla Smith; she is a qualified teacher and holds the National Award for SENCOs through Nottingham Trent University along with a qualification in Trauma informed Practice. Mrs Smith is based in school 3 days a week (Wed-Fri). You can contact our SENCO via the school office : office@mapperleyplains.notts.sch.uk

Mrs. Rhodes is the Family SENCO, who works across 8 local schools and is based at Mapperley Plains 2 days a week. Mrs. Rhodes provides support and guidance to staff across school as required.

Class teachers and teaching assistants (TAs).

All of our teachers and Teaching Assistants (TAs) receive both in-house and external SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. In the last academic year, staff have been trained in areas such as ADHD awareness & strategies, Attachment & Trauma, Interoception, Blanks Level Assessment.

We also have many teaching assistants who are trained to deliver specific interventions e.g. ELSA, Lexia and Little Wandle and Interoception

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support agencies to support pupils and their families.

We currently have a Speech and Language Therapist, Erin Collie, working in school with targeted children 1 day a week.

Our Mental Health Support Team (MHST) link worker is Charlotte Garrett, who works regularly in school

4. What should I do if I think my child has SEN?

Tell us about your concerns → **We will discuss your concerns with you** → **We will decide whether your child needs SEN support**

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will then put things in place to support your child and may pass the message on to our SENCO if they feel extra support or advice is required.

You can also contact the SENCO directly if you have any concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and ensure all staff working with your child know what is in place.

If we decide that your child needs further SEN support, we will formally notify you and your child will be added to the school's SEN register.

5. How will the school know if my child needs SEND support?

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in any aspect of their learning or development. If the teacher notices that a pupil is falling behind, they will try to find out if the pupil has any gaps in their learning and will then try to support these.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will have discussions with your child's teacher/s to see what their strengths and difficulties are. They will talk about any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data using national and schools assessments.

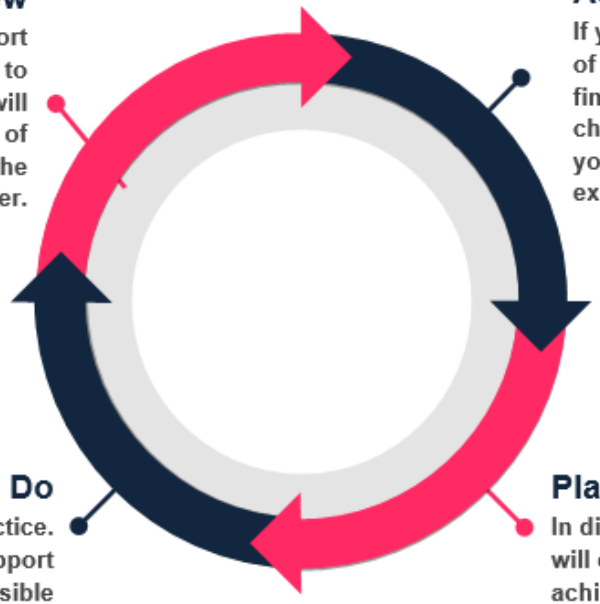
Staff will also ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the child's teacher and SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with their teacher to create an Individual Education Plan (IEP).

6. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

7. How will I be involved in decisions about their education?

Your child's class teacher will regularly review your child's progress. They will meet you to discuss this at least three times a year. This will include two parents evenings and 3 SEN reviews.

In the SEN reviews, the SENCO and class teacher will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs change at any time, please let us know promptly so that we can keep our provision as relevant as possible.

After SEN reviews, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

8. How will my child be involved in decisions about their education?

The level of involvement will depend on your child's age, and their level of ability.

We recognise that no two children are the same, so we will decide on a case-by- case basis, with staff and parent/carer input.

We may seek your child's views by asking them to:

- Attend SEN review meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

9. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum, alongside appropriate resources and intervention to support their progress and access to learning.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations could include:

- Adapting our curriculum delivery to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 or small group basis
- We may also provide the additional interventions

10. How will the school evaluate if the support is helping my child?

We will evaluate the impact of provision for your child by:

- Reviewing their progress towards their Support Plan targets or bespoke
- Reviewing the impact of interventions
- General whole school monitoring by the SENCO and Senior Leadership Team
- Holding an annual review if they have an Education, Health and Care Plan (EHCP)

11. How will the school resources be secured for my child?

It may be that your child's needs mean we will apply to the local authority for additional funding. This may be needed for:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

There are two layers of additional funding known as AFN (Additional Family Needs) – managed by the Family SENCO and HLN (High Level Needs) – managed by the Local Authority. Both funding pots require a funding bid to be entered to detail the child's strengths and barriers, what provision will be given to the child and anticipated outcomes.

If this is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

12. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are supported and encouraged to take part in our wide range of activities beyond the taught curriculum, e.g. OPAL play, sports day, performances.

No pupil is ever excluded from taking part in these activities because of their SEN and we will make reasonable adjustments to ensure they are included.

13. How does the school support pupils with disabilities?

Our site is fully accessible due to lift access from the ground to first floor.

Our schools accessibility plan is in the SEND area of our website:

SEND - Mapperley Plains Primary School

This outlines how we will;

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways;

- Every classroom uses 'Zones of Regulation' to promote sharing and responding to emotions, as well as a calm area with resources to support emotional regulation
- Pupils with SEN are also encouraged to be part of various clubs and to have responsibilities in school, e.g. as monitors or Communication Champions
- All pupils, including those with SEN, have access to our Emotional Literacy Support Assistant (ELSA), Mrs. Dye and Miss Hogan
- We use Boxall profiles to support tracking of progress
- We have a 'zero tolerance' approach to bullying, which is outlined in our Anti-Bullying Policy
- Miss Mathers is our Senior Mental Health Lead
- Our MHST link, Charlotte Garrett, works with classes, groups and individual pupils throughout the year

15. What support will be available for my child as they transition between classes or settings?

Transition between classes within school	Preschool/nursery setting to F1 or F2
Additional transition arrangements are put in place when a pupil moves to a new class. Work in the new classroom and getting to know the new teacher is key to a smooth transition to the new school year. Other strategies will include; • Discussion between teachers and teaching assistants ensures the new teacher is aware of the child's needs; • Current progress levels are shared for future planning needs; • New class teacher attends the last multi agency meeting for the pupil so they are aware of on-going issues; • Additional visits into the new class.	• Prior to entry, contact is made between preschool and F1/F2 teacher, coordinated by the SENCO; • Teacher and SENCO attend review meetings in setting to meet parents and other agencies; • Records, progress data and current targets are passed to school; • Meetings are arranged in school with parents; • Additional visits are put in place to familiarise the child and parents/carers with the school. **KS2 to KS3 Transition** • Staff from the receiving secondary school will discuss with the SENCO pupils' needs and levels; • Staff from the receiving secondary school come into school to work with the pupils; • If needed, additional transition visits are arranged to the secondary school; • SEN records are passed to the SEN department of the receiving school.

While Preparing for Adulthood becomes a statutory focus from Year 9, our school develops the foundations for these outcomes through promoting independence, communication, self-advocacy, social skills, community participation and healthy lifestyles. Information about pupils' strengths, aspirations and developing independence skills is shared with receiving secondary schools as part of the Year 6 transition process to support continued planning for adulthood outcomes.

16. What support is in place for looked-after (LAC) and previously looked-after children (PLAC) with SEND?

- Mrs Smith (our Designated Teacher for LAC/PLAC) will work with staff across school to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

- Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a concern or complaint about my child's support?

Concerns or complaints about SEN provision in our school should be made to the class teacher in the first instance. Following this you can speak to the SENCO if you feel you would like further support.

If you are not satisfied with the school's response, you can escalate the complaint.

Details of our complaints procedure can be found here on our school website:

Policies - Mapperley Plains Primary School

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Nottinghamshire's local offer. They publish information about the local offer on their website here: Nottshelpyourself | Nottinghamshire's SEND Local Offer

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are called Ask Us Nottinghamshire - Home - Ask Us Nottinghamshire

Local charities that offer information and support to families of children with SEND include: Autism East Midlands, Disability Nottinghamshire and The Dyslexia Association.

National charities that offer information and support to families of children with SEND include:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Glossary of terms

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stage