Special Educational Needs and Disability

Information Report for the Collaboration of Blidworth Oaks Primary School and Heathlands Primary School 2025-2026

All stakeholders in the Blidworth and Rainworth Primary School Partnership share the vision:

"Through education we will support and transform the lives of children and families, inspired by a deep and purposeful collaborative partnership working across the local community."

We believe this vision is especially vital for pupils with SEND. All three schools are proud to be inclusive schools where diversity is celebrated, shown through each school's individual VALUES

	Heathlands	Blidworth Oaks	Lake View
	Respect	Respect	Compassion
	Kindness	Inclusion	Diversity
	Pride	Inspiration	Inquisitiveness
	Courage	Resilience	Perseverance
	Responsibility	Responsibility	Responsibility
	Aspiration	Aspiration	Ambition
	INTEGRITY	INTEGRITY	INTEGRITY

Context

	Number on roll	Ages in school	% SEND pupils	Name of SENCO	Contact details
Blidworth Oaks	360	Age 2 - 11	13.1%	Vicky Radford	office@blidworthoaks.notts.sch.uk 01623 792348
Lake View	212	Age 3 - 11	11.8%	Emma Watson	office@lakeview.notts.sch.uk 01623 401404
Heathlands	176	Age 3 - 11	12.5%	Sally Morgan	office@heathlands.notts.sch.uk 01623 401402

1. The kinds of SEND provided for in our schools.

Blidworth Oaks Primary School, Lake View Primary and Heathlands Primary School are all mainstream settings. Our aim is to provide an inclusive curriculum, where every child is encouraged and given the opportunity to reach their full potential.
When identifying the nature of a child's SEND, the four areas taken into account are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All the schools recognise that the child may need support in more than one of these areas.

2. How the children with SEND are identified in our schools.

In the Blidworth and Rainworth Primary School Partnership, we have a consistent approach to identifying SEND pupils and reviewing their provision.
All staff have a responsibility for the identification and assessment of pupils with SEND. We expect all staff to begin with quality first teaching and our adaptive teaching methods in the classroom. We will then identify our SEND pupils as early as possible and ensure provision which is additional to or different from other pupils.
Examples of both quality first teaching (taken from the Nottinghamshire Quality First Teaching guidance document) and SEND provision, which is additional to or different from, can be found in our Graduated Response document.
If staff continue to have concerns that quality first teaching and adaptive teaching methods are not meeting the needs of pupils then the following procedure will begin:

1. Discuss the child informally initially with the SENCO
2. Any necessary assessments will be undertaken
3. Discuss any concerns with parents/ carers
4. SAFS (Student and Family Support) Team to consider support needed that is additional to and different from
5. Leader for SEND to contact parents/carers to discuss:
    - The child's areas of strengths and difficulties
    - Any parent/ carer concerns
    - Any additional support your child may receive
    - Any referrals to outside agencies/ professionals needed to support your child



3. Provision for SEND pupils

a) Evaluating the effectiveness of its provision for such pupils.
In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Monitoring of provision takes place through our usual Quality Assurance activities

b) Assessing and reviewing the progress of pupils with SEND.
Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The SEND Support will take the form of a four-part cycle: ASSESS, PLAN, DO REVIEW.
Pupils' targets and the provision they need to receive are recorded on our SEND Pupil Profile documents.
Information about a child's individual progress is shared with parents at SEND review meetings and/or termly learning conferences (TLCs).

c) Approach to teaching children with SEND.
All staff in school are responsible for the teaching of pupils with SEND. All staff are responsible for adapting the curriculum to meet the needs of all learners.
Teachers have the highest possible expectations for your child and all children in their class. The Teaching and Learning Policy which supports this expectation is implemented in all areas of school.

d) Adapting the curriculum and learning environment for pupils with SEND.
The school aims for all children to access the curriculum at a level appropriate for them to reach their full potential, and the expectation is that teachers and support staff plan their curriculum accordingly. We aim to provide a learning environment that all pupils can access, and reasonable adjustments will be made for children as and when needed. e.g. angle boards, pencil grips, coloured paper, enlarged worksheets. For further examples, please see our Graduated Response and Quality First Teaching document.

e) Additional support for learning that is available to pupils with SEND.
Pupils may receive additional support in school; this is decided by the SENCo in discussion with class teachers, parents and TAs. Some pupils with SEND may access additional funding from outside the school budget. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools) This funding is known as Additional Family Needs funding (AFN). For those with the most complex needs, additional funding is retained by the local authority. This is known as Higher Level Needs funding (HLN). This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administrated by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. In addition to this, F1/ F2

pupils may also be eligible for Early Years Inclusion Funding or Bridging Funding; applications can be made to the Local Authority for both of these.
Pupils with SEND may also be eligible for access arrangements for public examinations.

f) Activities that are available for pupils with SEND

All pupils with SEND can access our extra-curricular activities such as after school clubs, educational visits and residential visits. Staff leading these clubs and visits will be made aware of any individual needs of pupils with SEND and these pupils can be planned for accordingly through risk assessments. We encourage parents/ carers to be involved in this process.

g) Improving the emotional and social development of pupils with SEND.

The schools aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it
The school ensures it meets all statutory expectations regarding safeguarding, including for pupils with SEND.
Pupils can access social and emotional development opportunities through our curriculum. Additional support can come through programmes ran by our TAs, our Emotional Literacy Support Assistants (ELSAs) and play therapists. Further referrals can be made to Student and Families Support Service, Mental Health Support Team, the Healthy Families Team and Family Services. Parents can access support through parent courses such as EPEC (Empowering Parents, Empowering Communities)
The schools have clear policies and procedures for the administration of medicines and for providing personal care. Pupils may also have an individual healthcare plan, if appropriate.
The schools have clear attendance procedures and support plans for SEND pupils whose needs may affect their attendance.

4. Staff training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.
The SENCO, with the senior leadership team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Training may also be matched to the needs of the children currently in school, or those we are expecting into school in the future.

The Partnership employs a Highly Specialist Speech and Language Therapist who works across all three schools and supports and trains all stakeholders to ensure individual children's needs are met.

Training has focused on:

- Adaptive teaching
- Communication keyring/ Language stimulation boards/ Makaton/ Intensive Interactions
- Voice 21 – Oracy
- EMET Conference – ADHD/ Dyslexia/ ADHD/ Maths
- Phonics
- Medical training as required
- MHST – Neurodiversity and anxiety

5. Equipment and facilities

All schools are fully accessible for pupils with SEND including wheelchair users. All schools have a disabled toilet and changing facilities. All schools ensure they are accessible for the needs of any pupils who may be visually or hearing impaired.
Any further equipment needed can be accessed through our links with the Physical Disability Support Service or the Visual/ Hearing Impaired Teams.
The schools also have access to a wheelchair accessible minibus which can be used for trips and events.

6. Consulting parents

All parents will be able to access visits to the school before their child enters the setting. They will have termly consultation with their child's teacher about progress as well as a termly and an annual written report. In addition to this, parents of SEND Support pupils may have an additional termly review meeting to discuss progress, provision and targets for their child.
The school operates on an open door policy, and if parents have any concerns in between these meetings they can easily access their child's teacher, SENCO or the head of school via email or through the school office.
Please refer to school's Accessibility Plan for further information

7. Consulting young people.

Pupils will regularly be asked to review their own progress, to discuss what their future targets should be, and their views gathered and shared, through the use of our SEND Pupil

Profile document. Pupils also play a central role in Termly Learning Conferences where they discuss their learning with their parents and class teacher.

8. Handling complaints.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO and/or Head of School, who will be able to discuss and hopefully resolve any concerns. In the event of any issue not being resolved, parents will be advised on formal procedures for complaint, in line with our School's Complaints procedure.

9. Additional support services and voluntary organisations

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.
Organisations involved with our school include Educational Psychology Service, SEND Inclusion Service, Speech and Language Therapists, Sherwood Area Partnership, play therapists, Social Care, Family Service, Healthy Families Team, CAMHS (Child and Adolescent Mental Health Service) and the local Children's Centre group.
Any parent wishing to contact support services can access contact details through our school SENCOs. Alternatively, they can access information through the County's Local Offer, through this link. www.nottinghamshire.sendlocaloffer.org.uk

10. Transitions and preparing for adulthood and independent living.

The schools offer visits to parents and children, who wish to join the school. This may be through visits or through transition groups, particularly for younger children. This allows children to become familiar with a member of staff and any concerns parents may have can be raised at these points.
The school SENCOs, will arrange any additional transition arrangements required for any pupils leaving our schools, including those moving to secondary school at Year 6. They will work with the parents and the SENCO from the receiving school to ensure smooth transition.
Our school values, which are at the centre of our school ethos, gives children the tools they need to become good citizens. We also run Values days and school councils, which give our children a voice and the capacity to make decisions. Our involvement within the school community and nurture and life skills sessions allows children to experience activities that are vital to adulthood.



11. Where the Local Authority's Local Offer is published.

The Local Authority's Local Offer can be found at www.nottinghamshire.sendlocaloffer.org.uk

The school's Local Offer can be found on this website.