SEN Information Report Questions for Nottinghamshire

1. What kinds of special educational needs does the school/setting make provision for?

At Eskdale Junior School we are committed to providing a happy, caring and stimulating environment where children recognise and achieve their potential, have opportunities to develop their independence and make a positive contribution to society.

Our school provides a secure and accessible environment in which all our children can flourish, and in which all contributions are valued. Inclusion is a thread that runs through all of the activities of the school. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities and, when it is appropriate, modifications to the curriculum are made.

Eskdale support pupils in a variety of ways depending on their need.

a. Class teacher input via classroom teaching.

- At Eskdale we follow a Quality First teaching approach and the teacher will have the highest possible expectations for your child and all pupils in their class.
- Teaching is based on building on what your child already knows, can do and can understand.
- Adapting tasks or teaching so that your child is fully involved in learning in class. This may involve strategies such as modelling a task in class, using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task.

b. Specific small group work.

- Run in, or outside the classroom.
- Run by a teacher or a Teaching Assistant

These are often called intervention groups by schools. Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called SEND Support, which means they have been identified by the class teacher as needing some extra support in school.

c. Specialist groups run by outside agencies e.g. Speech and Language therapy OR play therapy.

d. Specified Individual support.

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For our pupils with complex and significant SEND, eg Autistic Spectrum Disorder or Social and Emotional difficulties, a more bespoke programme of support might need to be put in place to meet their individual needs.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

a. Concerns in school

- When a teacher, or a parent, has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCo.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss with you:
    - any concerns you may have
    - any further interventions or referrals to outside professionals to support your child's learning
    - how school and home can work together, to support your child.

b. Parental Concerns

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head teacher.
- If you are still not happy you can speak to the school SEND link Governor.

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3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

- Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.
- The effectiveness of the school SEND provision and policy is reviewed throughout the year via the School Self Review Cycle. The evaluation is carried out by the SENDCo and Headteacher/SEND governor and information is gathered from different sources such as child surveys/ teacher and staff surveys/parents evenings/feedback forms/school forums.
- Evidence collected will help inform school development and improvement planning.
- A link governor will regularly monitor the effectiveness of SEND provision in school alongside the school SENDCo

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in Reading, Writing and Maths, as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- If your child is in Year 3 and above, but is not yet at National Expectation, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of Key Stage 2 (i.e.at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
    - Home/school book

- Letters/certificates sent home
- Additional meetings as required
- Reports
- If it is felt that your child needs further support in school, they may be given an Individual Education Plan (IEP). This will have specific targets for them to work on. These are reviewed and shared with parents termly.

c) What is the school's approach to teaching pupils with special educational needs?

We provide a broad and balanced curriculum for all children, using the National Curriculum as the starting point for our planning. We set suitable learning challenges and respond to the diverse learning needs of our pupils with special educational needs and/or disabilities, and all children are equally valued members of our school. We believe that all pupils should feel secure and supported, have opportunities to experience success and know that expectations of them are high.

Our school provides a secure and accessible environment in which all our children can flourish, and in which all contributions are considered and valued. Inclusion is a thread that runs through all of the activities of the school. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities and at times, and when it is felt appropriate, modifications to the curriculum may be implemented.

Our aims are:

- **To identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services *[and feeder schools or early years settings – where applicable]* prior to the child's entry into the school.
- **To monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning.** This will be co-ordinated by the *SENDCo* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.
- **To ensure that pupils with SEN and Disabilities have full access to the National curriculum and that they are equally valued members of the school**. This will be co-ordinated by the *SENDCo* and will be carefully monitored and regularly reviewed in order to ensure that that all pupils' needs are catered for.
- **To work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. Engage in open and supportive

discussions that encourage parental confidence to share information that would be helpful in supporting their child. This will include supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information annually on the provision for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. This forms part of the school's SEND Information Report.

- **To work with and in support of outside agencies** when the pupils' needs can not be met by the school alone.
- **To create a school environment where pupils feel safe to voice their opinions about their needs and the provision made to meet them.** This means *providing regular one to one meetings between pupils and their teacher/SENDCo* and is made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This is reflected in decision-making and also encouraged through wider opportunities for participation in school life.

d) How will the curriculum and learning be matched to my child/young person's needs?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible.
- We endeavour to deliver a full entitlement to the curriculum for our SEND pupils. However we recognise that individual, bespoke learning can be required in some cases.
- Support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
- Learning gains are with the intention of preparing pupils for the next stage in education and equipping SEND pupils with the knowledge to succeed in life (*skills and knowledge for life.*)

e) How are decisions made about the type and amount of support my child/young person will receive?

- The school budget, received from Nottinghamshire LA, includes funds for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
    - the children getting extra support already
    - the children needing extra support
    - the children who have been identified as not making as much progress as would be expected.

  They then decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

f) How will my child/young person be included in activities outside the classroom, including school trips?

We aim to make sure that children with special educational needs and/or disabilities are able to take part in all the activities of the school, including extra-curricular activities. Pupils will be supported during such activities by an additional adult where necessary. An appropriate risk assessment will be conducted to ensure the pupils needs continue to be met.

g) What support will there be for my child/young person's overall well-being?

Eskdale Junior School supports a whole-school, inclusive, approach to special needs where the teaching staff, parents, children and governors co-ordinate their efforts to the benefit of the children. The education provided is aimed at serving the individual needs of the "whole child."

We aim to provide a safe and secure working environment for children with special educational needs and we work with parents and children to ensure the happiness and progress of the child.

We aim to make sure that learning gains are with the intention of preparing pupils for the next stage in education and equipping SEND pupils with the and knowledge to succeed in life (skills and knowledge for life.)

We have a 'Take Care' club in school that has been created to support the social and emotional needs of our pupils and alongside this, our personal development curriculum is aimed at attending to the well-being of all pupils.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENDCO) and what are their contact details.

The SENDCo can be contacted by calling the school on 0115 9179272 or by emailing mail@eskdale.notts.sch.uk.

5. a) What training have staff supporting special educational needs had and what is planned?

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 SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENDCo receives regular updates on national and local changes to SEND. Where specific training is needed for staff this is arranged e.g. Emotion Coaching.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. All staff will continue to work together to implement an effective and consistent Graduated Approach to SEND identification and provision.

b) What specialist services and expertise are available or accessed by the setting/school?

These services may be accessed by school if the pupil meets the criteria of the external service include:

- CAMHS (Children and Adolescent Mental Health Service)
- Speech and Language Therapy input to provide a higher level of service to the school
- Educational Psychologist input to provide a higher level of service to the school

- Sensory Service for children with visual or hearing needs

- Professional training for school staff to deliver medical interventions
- Inclusion Service

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

The school is accessible to children with physical disability as everything is on one level. We ensure that equipment used is accessible to all children regardless of their needs.

The school has a range of specialist SEND facilities in place. These are to ensure that pupils with SEN and disabilities can access all aspects of school life. These adaptations include:

1. **Changes to physical environment.**
   School has been adapted where appropriate, to meet the needs of individual pupils. For example, the school has a disabled toilet and shower.
2. **Assistive Technology and Adapted Resources.**
   Where necessary we access assistive technology to ensure that pupils with SEN and Disabilities can access all the information that is available to their peers. Examples include the use of assistive technology such as hearing monitors for pupils with a hearing impairment and the use of larger/different coloured fonts for pupils with visual impairments or dyslexia.
3. **Additional Time/Assistance**
   During the Key Stage 2 SATS and Year 4 MTC we can access additional time/assistance for those pupils who meet the criteria.
4. **School transport**
   This can be arranged via the County Council systems.

Specialist facilities and support are accessed when they are appropriate for individual pupils.

Parents can request a copy of the school's accessibility plan. This outlines the opportunities for pupils with disabilities to participate in the school's curriculum, how the physical environment has been improved and how Eskdale ensures that all information is readily available to pupils with disabilities.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This

is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

Pupils with special educational needs will have an IEP (Individual Education Plan.) These are reviewed termly and parents are invited to come in and discuss previous/new targets with the class teacher and, where necessary, the SENDCo.

In addition to this;

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Any homework will be adapted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

  If your child is undergoing statutory assessment for an EHCP you will also be supported by the Local Authority. They will ensure that you fully understand the process.

8. What are the arrangements for consulting young people with SEND and involving them in their education?

The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand.

Teachers are responsible for putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

Pupils are involved in the setting of IEP targets. They are kept informed of their targets and are involved in the review process. Children's views and feelings are also taken into account, as it is important that they are happy with these provision decisions.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

See the school's complaints procedure.

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 SENDCo, who will be able to advise on formal procedures for complaint.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

There is a named Governor in charge of Special Needs in school. Their role is to oversee SEND in school, evaluate the provision of SEND and ensure a consistent whole school approach to special educational needs and disability.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Information can be found in school from the SENDCo/School Office. The following services may be accessed by school if the pupil meets the criteria of the external service include:

- CAMHS (Children and Adolescent Mental Health Service)
- Speech and Language Therapy input to provide a higher level of service to the school
- Educational Psychologist input to provide a higher level of service to the school.
- Sensory Service Team for children with visual or hearing needs
- Professional training for school staff to deliver medical interventions
- Inclusion Service
- Parents can request a copy of the accessibility plan.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

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We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is a smooth as possible.

If your child is joining us in Year 3 or transferring from another school:

a. We will contact the SENDCo of your child's previous school to discuss the support that your child will need in school.
b. If your child would be helped by making a booklet on the features of their new classroom and timetable, then it will be made for them if suitable.
c. Eskdale's SENDCo can attend SEND review meetings to discuss the child's needs in advance of them starting in a new class.
d. Additional visits can be arranged where it is felt it would benefit the child.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

If your child is in Year 6 and transferring to Secondary or moving to another school:

a. We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

b. We will make sure that all records about your child are passed on as soon as possible.

c. The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school as appropriate.

d. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

iii) Prepare for adulthood and independent living?

a) Pupils are encouraged to work independently in school. Our PSHE scheme of work helps to support pupils with their social, emotional and health education and to prepare them for life outside of school. Provision is aimed at encouraging independence and creating opportunities for pupils to fulfil their aspirations.

13. Where can I access further information?

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Tel: 0115 9179272
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October 2025