Jesse Gray Primary School
Special Educational Needs
Information Report 2025

Introduction

Jesse Gray is a mainstream Primary school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.
There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.
The needs generally fall into one or more of the following categories:
Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory Medical and/or Physical Needs. Within our school community, we have pupils with a wide variety of special education needs and disabilities such as Autism, ADHD, Sight impairment, Mobility difficulties Speech, Language and Communication difficulties, Hearing Impairment, Dyslexia, Dyscalculia and Dyspraxia.

What is the Local Offer?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Who can you talk to about your child's learning difficulties or Disabilities/ Special Education Needs (SEND)?

Class Teachers:

- Takes responsibility for the needs of all their children
- Liaise with SENCo, TAs, parents and children to write appropriate targets
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Meet termly with the Senior Leadership Team (which includes SENCO) and Headteacher to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Implement in-class support and differentiate teaching
- Where possible and appropriate, share with the children their learning targets and enable them to participate in decision making regarding their special needs**.**

Disabilities/ Special Education Needs Co-ordinator (SENCo) Lucy Viggars;

- Ensures a consistent whole school approach to special needs.
- Maintains the upkeep of an appropriate special educational needs register and review when necessary
- Seeks advice and support and liaise with outside agencies and with other SENCOs
- Monitors the impact of intervention strategies and act upon the findings.
- Arranges formal reviews and ensure completion of appropriate SEN Support Plans.
- Supports class teachers and teaching assistants in the identification, assessment, planning and evaluation process.

- Monitors the use of, maintain and develop SEN resources.
- Liaise with parents and other agencies at formal and informal meetings.

Headteacher:

- Have regard to the Special Educational Need (SEN) Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment
- Monitor data analysis and report back to governors

What should I do if my child has SEND?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you can contact the Disabilities/ Special Education Needs Co-ordinator (SENCo) Lucy Viggars. The school SEN Governor can also be contacted for support.

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have, to plan any additional support your child may need, discuss with you any referrals to outside professionals to support your child. Identification methods that are used at Jesse Gray are ;

- Early Years Schools and Families Support Service or other agencies may inform the school about a forthcoming admission of a child with SEN.
- Foundation Stage entry profile assessment
- During a child's school career parents or a class teacher may raise a concern.
- Termly progress meetings with the Headteacher and assessment coordinator may raise a concern about a child's progress
- The child's class teacher may assess their needs and, in consultation with parents and SENCO, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENCO, Teaching Assistant or other outside agencies.

How will I know how my child is doing?

Staff make ongoing assessments as well as using a variety of assessment tools (see identification methods above). We also meet regularly with parents and children at SEN Support meetings which are additional to parent evenings. Pupil progress is monitored on a termly basis in line with the SEN Code of Practice 2014 supported by the Assessment Leader, SENCO, Numeracy and Literacy Subject Leaders. At the meeting, the impact of intervention is monitored, possible barriers to progress are highlighted and pupils' pathways are agreed. The level of need is also considered e.g. SEN Support. The impact of shorter intervention programmes including support for social and emotional needs are reviewed more regularly, at least every half term and will not be continued unless there is clear impact. Alongside the ongoing dialogue, an end of year report is also provided giving detailed information about progress and attainment.

How can I support my child's learning?

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Please contact them to arrange a mutually convenient time. The SENCo 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. SEN Support plans will be reviewed with your involvement every term. These meetings are in addition to Parent's Evenings times.

How is the teaching adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Strategies to ensure all children can access the curriculum include;

- Making use of all class facilities and space
- Using in-class provisions and any TA support effectively to ensure that the curriculum is adapted where necessary.
- Quality First Teaching/Adaptive Teaching to ensure access to a broad and balanced curriculum.
- Making sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- Implementing Individual access arrangements for SATS

How is the type and amount of support decided for my child with SEND?

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000.

Some pupils with SEND may access additional funding. This additional funding (AFN) might be from a budget, which is devolved to and moderated by the Family of Schools. This is accessed by submitting bids according to the level of support required. The SENCO formulates the bids according to LA prescribed criteria.

For those with the most complex needs, the local authority retains additional funding (HLN). This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this High Level Need funding.

How will my child be included in all activities outside the classroom including school trips?

The school curriculum is regularly reviewed by Senior Leadership Team which includes the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments are also made to ensure children can access extra- curricular activities, school visits and school residentials. This may involve 1:1 TA support or parents providing extra support for the child. A Lunchtime Club for identified vulnerable children is held supporting children in their play.

How do you support my child's emotional well-being?

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes deliver PSHE (Personal, Social, Health end Economic education) curriculum to support this development.

However, for those children who find aspects of this difficult we offer in-school nurture provision, run by teaching assistants such as lunchtime and playtime support through planned activities and groups. We have a ELSA (Emotional Literacy Support Assistant.) Staff have undertaken professional development on mindfulness and emotional wellbeing.

If your child still needs extra support, with your permission the SENCo will access further support through Mental Health Support Team who offer workshops and group support sessions. If further support is needed a referral to Children and Adolescent Mental Health services (CAMHs) will be made.

Who can the school access to provide them with support/expertise?

The school has links with external support services in order to fully support our SEN pupils and aid school inclusion. The following services will be involved as and when is necessary:

Schools and Families Support Services
Early Years Support
Sensory Impaired Support

Rushcliffe Primary Behaviour Partnership
Speech and Language Therapy Service
Educational Psychology Service
Mental Health Support Team
Healthy Families Team
Community Pediatrician
Occupational Health
Physiotherapy
Early Help Unit
Targeted Support

We have an open door policy which encourages parents/carers to contact the SENCO or teacher about issues arising both at school and in the home. As far as is reasonable, we seek to support families at home and sign post to supporting agencies such as Flexible Short Breaks, ASK US Nottinghamshire, Children's Centre, Specialist Supporting Families Services etc.

What training do the teachers have?

Our school operates the following training programmes:

- The family of schools support and use expertise within the schools to train each other where possible.
- The SENCo will attend the LA SENCo annual conference as appropriate the most recent being 'Creating Communication Rich Environments: Reflecting on relationships, physical space& specific approaches
- Specialist schools and Families services provide training. This usually occurs within the family of schools.
- The Educational Psychologist also provides training for example on attachment issues.
- Individual staff also attend training to support specific needs i.e. Dyslexia and Meta-cognition, Practical Approaches to ADHD/ADD.
- All staff have had Level 1 Makaton Training, CHARGE syndrome and Making Sense of Autism. Some Teaching Assistants are trained to Level 2 in 'Handling Children and Young People with a Physical Disability'. Staff are trained in the use of CLICKER 8 , an alternative way of recording work or to provide prompts/scaffolds helping with writing.

How accessible is the school to children with a Disability or Special Educational Need?

The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled parking space with ramped access to the pavement at the rear entrance. There is a disabled parking space directly outside the school entrance available for dropping off and collecting children with SEND.The entrance to the main school building has and accessible approach and doors suitable for wheelchair access. There are 2 purpose-built disabled toilets. All steps have yellow or red hand rails; yellow or white paint identifies the edge of steps and pillars around the whole school for children with a visual impairment. There are 3 platform lifts to assist wheel chair users to move around the building.

How does school support my child through different transitions?

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is a smooth as possible.

If your child is joining us from another school: The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school: We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a

planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school: Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Targets will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. If a pre- visit is needed to re-familiarise themselves with school environment before the start of a new academic year, this is arranged.

In Year 6: The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school. Your child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Reviewed September 2025
Lucy Viggars
SENCO