Play, Learn and Grow...Together!

Ordsall Primary School

Special Educational Needs and Disabilities Information Report

Date reviewed: November 2025

Reviewed by: Karl Hopkinson (Headteacher), Kerry Moss (SENCO), Tracy Rollison (SEND Manager)

Approved by: Governing Body

Next review: November 2026

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Statement of intent

Ordsall Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. Our school is committed to maximising the personal skills and talents of all pupils to become independent and successful learners for life.

Ordsall Primary School is committed to providing an inclusive approach to ensure that all children, regardless of needs, reach their full potential and become valued members of our school community. We recognise that children may have a wide range of needs and in line with the SEND Code of Practice, guidance provided by the Department for Education and local guidance issued by Nottinghamshire County Council, we aim to provide support and adaptations for children to engage and access all opportunities and provision in a mainstream school setting.

Our school's approach to supporting pupils with SEND

Ordsall Primary School is a mainstream setting for children aged from 3 to 11 years old with Nursery provision offering 15- and 30-hours places.

Our aim is for every child to achieve their full potential by enabling them to "Play, Learn and Grow Together". We want everyone to achieve and aspire to "be the best that we can be".

Playing together will help us to:

- develop curiosity of mind and spirit
- create, explore and discover
- adapt and cooperate
- learn, practise and master skills

Learning together will help us to:

- experience wider opportunities beyond the school
- develop essential skills, knowledge and understanding
- build character, resilience, confidence and independence
- communication and collaborate as part of a team
- apply learning across a broad, balanced, rich and exciting curriculum

Growing together will help us to:

- know that we all have the same rights and needs
- know what is right and wrong
- develop tolerance, acceptance and integrity
- inspire others and celebrate every achievement
- work together, in partnership, as a wider community of learners

Catering for different kinds of SEND

Ordsall Primary School is committed to providing an inclusive environment to ensure that all children, regardless of needs, reach their full potential and become valued members of our school community as we play, learn and grow together. We recognise that children may have a wide range of needs and in line with the SEND Code of Practice, we aim to provide support and adaptations for children to engage and access all opportunities in school.

Our school is committed to maximising the personal skills and talents of all children to become independent and successful learners. We celebrate and value the contribution of all children within our school community. All children have the right to quality first teaching and a rich high-quality educational experience. Our aim is to make provision for any child wishing to attend Ordsall Primary School irrespective of their special educational need.

Additional equipment is sourced from the Local Authority to support children's specific needs, such as supportive seating, communication aids, hoists and plinths. Our school is at a single level and access is supported where necessary with ramps. For further details on accessibility please see the accessibility plan available on our school website.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. In our inclusive approach we focus on the well-being and progress of every child and where all members of our school community are of equal worth and differences are celebrated and valued.

We follow the requirements of the;

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- Equality Act 2010

Further details can be located in the policies on our school website;

- Equality Policy
- Anti-Bullying Policy
- Behaviour and Rewards Policy
- SEND Policy
- Pupils at School with Medical needs

Key staff and training

Our staff attended specialist training to help support a range of needs across school. Staff participate in training with Nottinghamshire's SEND Inclusion Service, The National College and have attended training to support the individual specific needs of our children.

Training includes:

- Autism awareness

- ADHD
- Dyslexia Friendly Schools
- Working with pupils with Down Syndrome
- Sensory processing
- Behaviour support
- Emotional Literacy Support Assistant (ELSA)
- Speech and language
- Makaton
- Whole word approach
- Precision Teach
- Epilepsy
- EpiPen training
- PICA awareness
- Manual Handling
- Gastrostomy Awareness
- Nasogastric Awareness

Name of SENCO	Email address	Phone number
Mrs Kerry Moss	office@ordsallprimary.notts.sch.uk	01777 702852
Miss Tracy Rollison (SEND Manager)	office@ordsallprimary.notts.sch.uk	01777 702852

Each term we have the opportunity to secure specialist expertise and advice on meeting the needs of pupils through a Springboard meeting with the Family of Schools and representatives from the Local Authority.

Identifying and assessing pupils with SEND

Following the SEND Code of Practice: a child has special educational needs 'if they have a learning difficulty or disability which calls for special educational provision to be made'. The child requires additional support above the quality first teaching offered to all children in the classroom and an individual Education Plan (IEP) is made and agreed with parents and carers.

School liaises with parents and outside agencies to best support the needs of all individuals. Internal identification and assessments help to identify areas of concern;

- Children with additional needs are identified as early as possible through transition into school based on information from parents, previous school/provision, teachers and outside agencies.
- All children are regularly assessed and their progress is tracked and monitored. Any pupils who are falling significantly below the range of expected academic achievements for their age, have social or emotional difficulties, are vulnerable, or have specific diagnosed needs will be identified. A SEND concern form would then be submitted to the SEND team (SENCO/ SEND manager). The child would be monitored closely by the class teacher and the SEND team. If the child is not making expected progress following interventions and additional support and it is felt the child needs above and beyond the daily provision in class then a discussion will take place with parents/ carers before the child is added to the SEND register.

- Children are also assessed by outside agencies and a specific diagnosis made, leading to a child being identified for additional intervention. Where outside agencies are involved, the school works alongside in collaboration.
- A disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority

Any concerns about your child's needs should be raised through the class teachers, Mrs Moss (SENCo), Miss Rollison (SEND manager) or Mr Hopkinson (Headteacher). Concerns may be based around the following category of needs;

- Cognition and Learning
- Communication and Interaction
- Sensory, physical and/or medical
- Social, Emotional and Mental health

Consulting with pupils and parents

Parents

Ordsall Primary school monitor the progress of all children and review the progress to inform future planning. Intervention work is reviewed by the SENCO, SEND Manager, SLT, class teachers and associate professionals, using teacher assessments, classroom evidence and observations.

Children with SEND are also carefully monitored at termly review meetings. Parents are offered an opportunity to discuss their child's progress each term. More regular meetings happen whenever staff and families feel they are necessary as part of the school's graduated response. Alternative methods of communication can also be offered, such as daily handover times with members of staff, email correspondence or home school communication books.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment to discuss any concerns about their child's needs. In cases where more frequent contact with parents is necessary a communication book may be set up to share information.

Pupils

Children with special educational needs are supported to fill in a 'pupil voice' form every term before their IEP is reviewed. Children are encouraged to contribute their view on the support they are receiving and the progress they have made. Children's views are considered when reviewing progress and setting targets. Where children are unable to verbalise, their responses to provision are recorded through observations.

Involving key stakeholders

School provision:

- Speech and Language therapist
- Speech and language lead teaching assistant
- Associate Professionals (Teaching Assistants)

- SEND support assistants
- Child and Family Support Manager
- ELSA

Local Authority Provision delivered in school

- Educational Psychology Service
- SEND Inclusion Service
- Communication and Interaction Team
- Cognition and Learning Team
- Hearing Impairment Team
- Visual Impairment Team
- Parent Partnership Service
- BPBP- Bassetlaw Primary Behaviour Partnership
- Physical Disability Support Service

Health Provision- support in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Community Nursing Team

The Governors and the Governor responsible for SEND have a responsibility to ensure children with SEND can access services by:

- Determining school's policy
- Appointing the Special Educational Needs Coordinator (SENCo)
- Having regard to the SEND Code of Practice in all decisions
- Establishing the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensuring that necessary provision including accessing other services is made for any pupil who has special educational needs and that all pupils are fully included

The SENCO and SEND Manager will signpost parents to services, children's centres and other organisations where advice, guidance and support may be required.

Information can also be found on our school website and in school.

Progressing towards outcomes

Ordsall Primary school monitor the progress of all children and review the progress to inform future planning. Intervention work is reviewed by the SENCO, SEND Manager, SLT, class teachers and associate professionals, using teacher assessments, classroom evidence and observations.

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Transition support

Transition into school is carefully managed by all staff. For children on the SEND register, an extended transition may include;

- Extra visits to school to familiarise children with staff, classroom areas and provision
- Photo books to take home
- Visual timetables to support children with the new routine
- Buddy system
- One-page profiles of information shared
- Pupil voice shared with staff
- Communication and transition meetings with the child's current school/ pre-school settings

Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Nottinghamshire's SEN and Inclusion Strategy is available at www.nottinghamshire.gov.uk

Further information on admissions is available through this link and details on the way in which support is provided for children with SEN in mainstream schools.

Transition between classes and onto their next school is carefully managed by all the staff.

- Visits by staff from the new phase of education
- Extra visits for the children to the new phases of education
- Children can contribute to the pupil voice form to share information they want their new teacher to know about them
- Regular meetings between current staff and new staff to ensure they understand the child's needs
- Relevant documentation is transferred indicating the child's needs, relevant assessments and nature of current support

Helping children to prepare for adulthood and independent living is supported through collaboration with families and outside agencies.

- Resilient- Encourage independent learning

- Resourceful- Teach basic life skills, including personal care plan/ strategies in place
- Relationships- to support personal development

Teaching approach

The curriculum may be adapted through differentiation, using prompts, adapted resources and by the support from teachers and associate professionals.

In some cases, specific programmes and interventions are used. Interventions may involve group or one-to-one teaching both in class and away from the classroom. Examples of interventions used may include: speech and language programmes, RWInc phonics, precision teaching, whole word approach and fine/gross motor, OT programmes such as Fun Fit.

Adaptations to the curriculum and learning environment

Children who have a special education need have individual targets and strategies to work on from their Individual Education Plan (IEP).

The learning in class will incorporate this individual plan and may include;

- Adapted tasks within the class to support the child to access the learning.
- Additional resources to enable the child to access the learning.
- Pre-learning or pre-teach may take place before the new learning in class.
- Additional adult support.
- A personalised curriculum, Engagement steps for children with higher level needs.

Advice may also come from external support services. Information gathered is then used to develop interventions, as well as adaptations to the environment and the curriculum. Advice from outside agencies may be accessed. Class teachers and additional staff work alongside the SENCo and SEND manager to plan the most appropriate strategies and interventions

Ordsall School invites and seeks advice and support from external agencies to secure equipment and facilities to support pupils with special educational needs.

The building is adapted to accommodate children with a specific physical need. Some classrooms have a small step onto the playground however, there is alternative access to all areas. There are handrails on all stairs. There are three disabled toilets throughout school, one of these toilets has shower facilities. The car park has disabled car parking spaces. Our school is at a single level and access is supported where necessary with ramps. Additional equipment is sourced from the Local Authority to support children's specific needs, such as supportive seating, communication aids, hoists and plinths.

For further information please see the Accessibility Plan on the school's website.

Inclusivity in activities

We aim to include all children in extra activities. Where necessary we work alongside families and support services to ensure children access a broad and balanced curriculum.

Consideration is given to the needs of children when planning trips, activities and experience days in school. Risk assessments ensure children are safe and their needs are met.

We aim to make sure all children have equal access to school life including clubs, school council and in the day-to-day roles and responsibilities in school.

Supporting emotional and social development

At Ordsall Primary, we seek to create a secure, attractive and positive learning environment for all pupils. Children will have equal opportunity to develop their potential to the full and are taught to care for themselves and others. Ordsall Primary School is a place where all children feel safe and valued. All staff are proactive in ensuring this for all children, including children on the SEND register.

In addition, the school has a Child and Family Support Manager to support all pupils and their families in times of particular need e.g. bereavement, family breakups, pupils new to the school, attendance issues, etc.

At Ordsall Primary School we employ Emotional Literacy Support Assistant's (ELSA). The ELSA programme is there to support our children and is available to all children, including children on the SEND register.

Evaluating effectiveness

An Individual Education Plan (IEP) is created for children on the SEND register. The child's progress is monitored and the school follows a graduated response. The school's graduated response consists of a four-part process:

Assess
Plan
Do
Review

This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. Children are assessed before starting an intervention programme and at the end to review progress. Children's responses and views are also collected and parents contribute to the review and writing of a new IEP.

Handling complaints

When a concern is raised about SEND provision in the classroom, we would encourage parents and carers to initially speak with their child's class teacher. If a parent or carer has any further concerns regarding the care

or welfare of their child, an appointment can be made to speak to the SENCo or SEND Manager, who will try to resolve any difficulties.

The complaints policy provides further information on the procedures in school. The complaints policy can be found on the school website or can be made available on request from the school office.

Local Offer

Further information can be found on the school website or Nottinghamshire County Council website. Nottinghamshire's SEN and Inclusion Strategy is available at www.nottinghamshire.gov.uk

Information describes admissions and the way in which support is provided for children with SEN in mainstream schools.

If you would like to find out any further information about what Ordsall Primary School can offer your child, please contact the school office.

Named contacts

Name of individual	Email address	Phone number
Karl Hopkinson (Head Teacher)	office@ordsallpri.notts.sch.uk	01777 702852
Kerry Moss (Deputy Head and SENDCo)	office@ordsallpri.notts.sch.uk	01777 702852
Rebecca Frost (Deputy Head and DSL)	office@ordsallpri.notts.sch.uk	01777 702852