



Information Report for Parents – A Guide to SEND

Reviewed and updated: September 2026

What are Special Educational Needs and Disabilities (SEND)?

Special educational needs and disabilities can affect a child or young person's ability to learn. They can affect their behaviour, ability to socialise, academic learning, ability to understand things, concentration levels and physical ability.

A child has Special Educational Needs if they have:

- **A learning difference** – a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided locally, and if that learning difficulty calls for:
- **Special educational provision** – provision additional to, or different from, that made generally for children of the same age in local schools.

The aim of this information report is to explain how we implement our SEND policy and to show you how SEND support works in our school.

If you want to know more about our SEND arrangements, you can read our SEND policy on the school website: <https://www.sirjohnsherbrooke.co.uk/school-policies/>

Note: If there are any terms used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What type of SEND does the school provide for?

Sir John Sherbrooke Junior School is a mainstream school which has a strong ethos of inclusion; it is not a specialist in any area of Special Educational Needs. We aim to provide every child with access to a broad and balanced education.

Our aims are:

- To create a learning environment that meets the special educational needs of each child.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career and provide the appropriate support.
- To identify the roles and responsibilities of staff and outside agencies in providing for children's special educational needs.
- To communicate effectively with parents/ carers and involve them fully in supporting their child's education.
- To ensure an environment that values children's strengths, develops the child's potential and ensures the provision of basic skills for adult life.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and Interaction	Autism Spectrum Disorder (ASD)
	Speech and Language Difficulties
Cognition and Learning	Specific Learning Difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate Learning Difficulties
	Severe Learning Difficulties

	Developmental Impairments
	Fragile X Syndrome
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
	Avoidant Restrictive Food Intake Disorder (ARFID)
	Anxiety
Sensory and/or Physical	Hearing Impairments
	Visual Impairment
	Multi-Sensory Impairment
	Physical Impairments
	Epilepsy

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

1. Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
2. Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through points 2 and 4 it can be determined which level of provision the child will need going forward.

If a pupil has recently been removed from the SEND support register, they may also fall into this category as continued monitoring will be necessary.

Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is formally recorded by the school under SEND Concern due to concern by parent or teacher, but this does not place the child on the school's SEND Support register.

Pupil Progress Meetings are used to monitor and assess the progress being made by the child. If your child makes no progress or 'inadequate' progress over a considerable amount of time (a full term), they will be monitored closely. The frequency of these meetings is dependent on the individual child's needs and progress being made.

If you feel that your child's needs are not being met, please contact the SENCo, Laura Marlor or Head Teacher, Rebecca Mee.

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

The class teacher has responsibility for overseeing, planning and monitoring the work of children with SEND in his/her class to ensure progress is made. Teaching Partners (TAs) may work with children individually or as part of a group to support progress.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This takes place in half termly Pupil Progress Meetings, review meetings and parents' evenings. Intervention programmes are monitored at least every 12 weeks, but usually every 6 weeks and the outcomes are used to inform next steps. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, Head Teacher and SEND governor and in partnership with pupils, staff and parents. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

3.b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

There is a national **Code of Practice** which helps ensure children have access to a similar system of support whichever school they attend. Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

- **Many children** may receive help in class through work which matches the way they learn.
- **Some children** will have extra help from another adult to achieve targets from an Individual Education Plan (IEP).
- **A few children** may benefit from support and advice from other sources and specialists.
- **A very small number of children** will have exceptional needs that require the school to request support from the CFS family of schools or Schools and Families Specialist Services.

The school will inform parents on a termly basis of the progress their child is making. This will take the form of 2 parents' evenings and 1 annual report.

If a pupil is receiving SEND support, then they will have three reviews a year, with the class teacher and SENCo to discuss how the needs of the pupil are being met within school. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Outside of these meetings, both parents and pupils are encouraged to discuss and concerns/progress with the class teacher or SENCo by contacting the school.

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

Sir John Sherbrooke Junior School aims to provide all children with outstanding, Quality First Teaching. All teachers are teachers of SEND pupils and are accountable for the individual needs of

pupils with SEND in their classroom. There are occasions when pupils with SEND need to work in smaller groups or on a 1:1 basis and this may take place in and out of the classroom. Parents will be informed of any interventions in which their child is involved, and provision will be carefully considered to ensure all pupils are experiencing a broad and balanced curriculum.

3.d) How will the curriculum and learning be matched to my child's needs?

The school is responsible for making reasonable adjustments to support pupils with a range of special educational needs.

The curriculum may be adapted in the teacher's planning through differentiation (different levels of work and expected outcomes), adapted resources and support from teachers and teaching partners. Through ongoing assessments completed by the class teacher or teaching partners, 1:1 interventions and small group work will be used, where necessary, to work towards agreed targets and gaps in their learning.

3.e) How are decisions made about the type and amount of support my child will receive?

SEN Support arises from a four-part cycle, known as the **graduated approach**, through which decisions and actions are revisited, revised and refined, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



Visit [Ask Us Nottinghamshire](#) for more information

This enables the most effective programme of support and ensures good progress and outcomes. It may be that a child will need some 1:1 support, may need to work in a small group or may need specialist equipment or resources.

Outside specialist teachers or other professionals may also offer advice to the school on types of provision including ICT. Every child's provision is considered on a case-by-case basis, in partnership with parents and the child.

3.f) How will my child be included in activities of the school, including school trips?

Sir John Sherbrooke Junior School aims to ensure that all children have equal access to school life including clubs, pupil parliament, take care leaders and other roles and responsibilities. Where appropriate, we will work alongside families and support services to ensure children access all opportunities with the appropriate support in place, particularly when planning trips and extra-curricular days.

Venues for school visits are carefully chosen to ensure that all pupils, including those with physical disabilities, can attend.

A risk assessment will be undertaken, and reasonable adjustments made in relation to transport arrangements, toileting facilities, medical/sensory needs and other access arrangements. Often, there will be a pre-visit made by teaching staff/SENCo to ensure arrangements will meet the needs of the young person and parent/carers will be consulted.

3.g) What support will there be for my child's overall wellbeing?

As a school, we are committed to supporting the mental health and wellbeing of our pupils, staff and community. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support and we have a role to play in supporting this.

All teachers are responsible for supporting pupils' self-esteem and well-being through our 'Beyond Expectation' curriculum and through our Relationships and Health Education (PSHE/ RSHE) curriculum.

Children may be offered sessions with our Emotional Well-being Teacher, Ruth Cumberland or with a TA for emotional check-ins.

If further intervention is required, with parental permission, the SENCo can access support from the Mental Health Support Team (MHST), SEMH team or the Child and Adolescent Mental Health Service (CAMHS).

The school has a policy on the administering of medicines on school site and parents need to contact the school office and fill in a consent form. If the medication is part of a long-term condition, illness, or for other specific needs a Care Plan may be put in place, to ensure all staff know what to do in case of emergency.

4. Who is the school/setting's special educational needs co-ordinator (SENCo) and what are their contact details.

The school SENCo is Laura Marlor, who is responsible for overseeing and co-ordinating the provision of education for pupils with SEND. Laura Marlor manages the parent meetings, submissions for funding, contacts with medical professionals and other non-day-to-day SEND issues.

Catherine Jackson is responsible for overseeing medical needs within school.

Both can be contacted on the school number: **0115 9652291** or by email through the school office: **office@sirjohnsherbrooke.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 SENCo attends relevant SEND courses, family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Date	Staff involved	Training overview
19/09/2024	SENCo	SEND Provision review
02/10/2024	x3 TAs	Supporting Children's Mental Health
03/10/2024	SENCo	SEND audit carried out by NCC SIS
07/10/2024	x2 Teachers	Little Wandle phonics catch up training
09/10/2024	x1 TA	ELSA supervision ½ day session 1/6
21/11/2024	Teachers and TAs	Precision Teaching online CPD
26/11/2024	x1 TA	Manual Handling Refresher

13/12/2024	x3 TAs	CPD Manual Handling Level 2 training from NCC
06/01/2025	Teachers and TAs	INSET DAY – Every teacher is a teacher of SEND delivered by Family SENCo and District SENCo
15/01/2025	x1 TA	LEGO therapy training
22/01/2025	x2 TAs	Clicker 8 training
29/01/2025	SENCo	Mental Health Leads meeting
04/02/2025	x3 Teachers and x1 TA	Introduction to self-harm prevention in schools and colleges. Online (zoom) session by Schools in Mind: schoolsinemind@annafreud.org
05/02/2025	SENCo	Half a day WIDGIT training
06/02/2025	Teachers and TAs	Making Sense of Autism – Communication and Interaction Team
25/02/2025	x3 TAs	Epilepsy Awareness and Vagus Nerve Stimulation Device Training
01/09/2025	All Staff	Safeguarding update
01/09/2025	Teachers and TAs	SEND Code of Practice update
18/09/2025	SENCo	NCC MHST Network meeting
22/09/2025	x1 TA	Managing Risky Behaviour
30/09/2025	x1 TA	Accredited Sensory Needs Practitioner Training
02/12/2025	x2 TAs	Manual Handling Level 2 refresher
09/12/2025	x1 TA	Manual Handling Level 3 refresher
29/01/2026	SENCo	Bid writing workshop
02/02/2026	Teachers and TAs	Emotion Coaching
03/02/2026	SENCo	Neurodiversity vs Anxiety
09/07/2026	x1 teacher	NST SENCo webinar
09/09/2026	x1 TA	Foundation to Drawing and Talking

5.b) What specialist services and expertise are available or accessed by the school?

Sir John Sherbrooke Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The following services will be involved as and when is necessary:

- Social Care
- School Health – School Nurse
- Healthy Families Team
- Community Paediatrician
- Schools Inclusion Services (for Cognition and Learning, Communication and Interaction, Sensory, Medical and Physical, Behavioural and Emotional, including anxiety-related)
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology Service
- Inclusive Technologies Team
- Early Help
- Mental Health Support Team (MHST)
- Children and Adolescent Mental Health Service (CAMHS)

- Gedling Area Partnership (GAP)
- The Neurodevelopmental Assessment Pathway:
<https://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-children-and-families-alliance/the-neurodevelopmental-assessment-pathway-and-support-guidance>
- Physical Disability Support Service

Parents/carers are part of the discussion around referring for additional support from other agencies and are kept informed about the outcomes of that involvement.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings when appropriate throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/ carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

6. How will equipment and facilities to support pupils with special educational needs secured?

How accessible is the school?

As a school we ensure the needs of all the children with SEND have their needs met as far as possible with the funds available to the school. The school has some specialist equipment and facilities in place, these are:

- Wheelchair access.
- A disabled toilet and changing facilities.
- A designated disabled parking bay. This allows safe access to the school to taxis and parents/carers bringing pupils to school.
- Children requiring specialist equipment due to impairment will be assessed in order to gain the support that they require by the appropriate agency.
- Additional teaching partner support.
- Assistive technology and equipment.
- Interventions.
- Bespoke training.

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?

Sir John Sherbrooke Junior School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

Alongside parents' evenings, parents of pupils with SEND are invited to further termly review meetings to discuss their child's progress with the class teacher and SENCo. They may also be invited to ad hoc meetings with the SENCo, teacher/ TA and other external agencies supporting the child.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may signpost parents to relevant services where specific advice, guidance and support can be offered.

Parents can contact their child's class teacher at the beginning or end of the school day to make an appointment to discuss any concerns.

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

All children are able to contribute their views on all aspects of school life, either through discussion with a member of staff or through our Take Care Leader and Pupil Parliament. Pupils also complete questionnaires at different points of the school year to gather their views and opinions.

All of our pupils with SEND, have the opportunity to share opinions and views at review points on a termly basis. This can be through verbal, written or drawn communication and can involve a range of resources to help pupils to communicate their feelings.

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

If you have concerns or complaints regarding the care or welfare of your child, you should firstly speak with your child's class teacher. A further appointment can be made by them to speak to the SENCo (Mrs Marlor), Deputy Head (Debbie Samson) or Head Teacher (Mrs Mee) as appropriate. We will try to resolve any difficulties and can advise on formal procedures for complaints. We will aim to resolve any complaints as soon as possible.

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

The governors of the school have a responsibility to ensure all children with SEND can access appropriate services by:

- Ratifying the school's SEND policy
- Appointing the 'person responsible' for SEND (SENCo)
- Appointing a 'named' governor with responsibility for SEND
- Having regard to the SEN Code of Practice in all decisions
- Establishing appropriate staffing and funding arrangements

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents, carers and pupils?

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Parents/carers are part of the discussion around referring for additional support from other agencies and are kept informed about the outcomes of that involvement.

Ask Us Nottinghamshire: <https://askusnotts.org.uk/support/parents-and-carers>
Helpline: 0800 121 772

Healthy Families Team Advice Line: 0300 123 5436
Available between 9am and 4:30pm, Monday to Friday

Nott Alone: <https://nottalone.org.uk/?a=pc>

Nottinghamshire County Council's Local Offer can be found at:
<https://www.yournottsdirectory.org.uk/nottinghamshiresendlocaloffer>

For further support and contacts please speak with your child's class teacher or SENCo.

12. How will the school prepare my child to:

i) Join the school/setting?

The school is part of the Aspire Multi-Academy Trust (from April 2017) and a member of Colonel Frank Seely Family of Schools; our SENCo works closely with the family SENCo and the other SENCos in the family. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

If a child is joining us from another school the Head Teacher/ SENCo will contact the school the child is transferring from to discuss the child's needs. The child will be able to visit school and stay for a taster session, if this is appropriate. Where possible a meeting may take place with the SENCo from the transferring school.

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

From Key Stage 1 to Key Stage 2:

- The Head Teacher liaises closely with the Head Teacher at Infant school to pass on information about specific children with SEND. If the needs are complex, then the SENCo will attend any review meetings.
- If appropriate, extra familiarisation visits in addition to usual transition arrangements will be made for children with SEND.
- Prior to transfer, Sir John Sherbrooke will receive the SEND register for that cohort, detail of outside agency involvement, any programmes of work, examples of successful methods/approaches and all confidential files including each child's individual records. This information will be held by the SENCo and shared with the class teacher.

From Key Stage 2 to Key Stage 3:

- SENCo from Secondary School, meet with the SENCo at Sir John Sherbrooke to discuss any pupils with SEND needs that will be transferring up to them.
- Transition events and extra visits are planned between the schools including a Year 6 transition parents' evening.
- Information and details of outside agency involvement are passed onto the appropriate staff member at Secondary School.
- Secondary School may come in to carry out additional work with SEND pupils to support transition.

13. Where can I access further information?

Further information can be accessed from the SEND Policy and Accessibility Plan on the school website.

Information about the services and provision available across the county is also available via Nottinghamshire's SEND Local Offer:

<https://www.yournottsdirectory.org.uk/nottinghamshiresendlocaloffer>

14. How do I apply for an Education, Health and Care Plan (EHCP)?

An education, health and care plan (EHCP) is for children and young people, aged up to 25, who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs. The special educational provision described in an EHC plan must be provided by the child or young person's local authority.

Schools have a duty to identify children with special educational needs (SEN) or disabilities and put support in place for them. Most children and young people with special educational needs will have their needs met in local mainstream settings.

An EHC plan is for children and young people whose special educational needs require more help than would normally be provided in a mainstream education setting (school, college, nursery).

If after a child or young person has been receiving a high level of 'SEN support' and is still not making satisfactory progress, the local authority may be asked to complete an EHC needs assessment.

This assessment is undertaken when it may be necessary for a child or young person to have support which is only available with an EHC plan.

In Nottinghamshire, it is asked that, wherever possible, parents discuss an EHC needs assessment request with their school or educational setting.

The recommended next steps are to:

- arrange a meeting with a professional in the school or education setting, usually the Special Educational Needs Co-ordinator (SENCO)
- decide if you or the school or education setting wish to make an EHC needs assessment request.

If a decision has been made to proceed with an EHC needs assessment, this can be completed by the education setting, parent or a young person (if over age 16) directly through the EHC Digital Hub.

Request a new EHC assessment on the [EHC Digital Hub website](#)

If you request an EHC needs assessment, the Statutory SEND Service will contact you to introduce themselves and talk through what will happen next and clarify any details if required.

Statutory SEND Service will collect supporting information from educational professionals that work, or have worked, with your child recently. Once all this information is gathered, professionals will consider if it is necessary to carry out an EHC needs assessment.

If a local authority is requested to carry out an EHC needs assessment it must consider both if:

- the child or young person has or may have special educational needs (SEN)
- they may need special educational provision to be made through an EHC plan.

The local authority must respond within six weeks to let you know whether it agrees to carry out an EHC needs assessment.

For more information, please visit: <https://www.yournottsdirectory.org.uk/send-local-offer/nottinghamshire/education/education-health-and-care-ehc-plan#Assessment>

15. What extra funding is available for SEN pupils?

Resources allocated to pupils with additional needs come from several different sources.

The majority of children's needs will be met in the normal classroom setting without the need for additional funding.

Notational SEND Budget: Funding from the school budget to support the majority of pupils who face moderate barriers to their learning. It is expected that schools fund at least the first £6,000 of provision made for pupils with additional and high needs prior to bidding for top-up funding (see below).

AFN (Additional Family Need): Funding devolved to the Family of Schools by the LA. This is intended to support individual pupils with more complex needs. Decisions on the allocations of this funding is made by bid moderation by the Family of Schools and are based on the level of individual pupils' needs. The funding is expected to be supported by the Notational SEND money.

HLN: High Level Needs. Funding allocated to named pupils with exceptionally complex and enduring SEND by the Local Authority, to meet the needs of individual pupils in a mainstream school. The bids are moderated by 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 funding. The funding is expected to be supported by the Notational SEND and AFN money.

16. How can you help?

- Make sure school knows about any major changes in your family or worries you may have.
- Encourage your child with reading, spelling and homework.
- Try to come to all meetings, such as reviews and parents' evenings.
- The most important help you can give is encouragement and praise.

SEND Glossary

Local Offer:

The local offer is the services that are available in Nottinghamshire. As part of the local offer the Sir John Sherbrooke Junior School SEND Policy sets out our aims and provisions in more detail (see school website).

SENCo:

A Special Educational Needs Co-ordinator is a member of staff responsible for keeping an overview of special needs provision in school.

TA or TP:

A Teaching Assistant, or Teaching Partner, works alongside the class teacher and supports groups of children and individuals to access the curriculum and reach their targets.

IEP:

An IEP is an Individual Education Plan, this document sets out small step focused targets and how they will be achieved.

Provision Map:

A strategic record used by schools to outline the special educational needs and disabilities (SEND) support that is additional to or different from the usual curriculum.

Springboard Meeting:

Termly meetings held with the Colonel Frank Seely Family of Schools SENCos and chaired by the Family SENCo. Referrals to SIS are made here.

SIS:

Schools Inclusion Services. A team of specialist teachers and teaching assistants comprising of four teams: Early Years Team (0- 7 years); Communication and Interaction Team; Cognition and Learning Team; and Sensory Team. They work in a number of schools and can offer support following referral at Springboard.

Educational Psychologist:

A person trained to make judgements on children's educational development. They work in several schools and have an overview of the needs of local children.

Review Meeting:

A meeting (in addition to normal parents' evenings) for the parents or carers to meet with members of staff, including the SENCo, and as appropriate, other agencies who support a child with special needs.

Inclusion:

Inclusion means all children, whatever their needs, are welcomed into school, and supported to take an active part in all areas of school life to become a member of our school community.

Colonel Frank Seely Family of Schools:

The Colonel Frank Seely family of schools consists of all the local primary schools that feed into Colonel Frank Seely along with Colonel Frank Seely itself. This group is chaired by the Family SENCO, a senior member of the team. As part of this, we are allocated a pot of money to support children with special needs within our family and each school bids to obtain extra funding. The group moderate bids to ensure this money is allocated fairly. We support each other and share training.