



SPECIAL EDUCATIONAL NEEDS - SEND REPORT

EQUALITY STATEMENT

The SHINE Multi Academy Trust (SHINE) is committed to promoting equality, inclusion and high aspirations for all. Everyone within our school community will be treated fairly and with respect, regardless of age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.

At Scotholme Primary and Nursery School, we are committed to understanding and meeting the needs of every individual child. We recognise that pupils may face a range of barriers to learning and participation, and we work proactively to remove these through inclusive practice, strong relationships and carefully tailored provision. Our aim is to ensure that all pupils feel a strong sense of belonging and are supported to thrive within an inclusive mainstream environment.

EQUALITY OBJECTIVES

1. To provide an ambitious and inclusive curriculum that meets the needs of all pupils by:

- Ensuring teaching is adapted and responsive, enabling all pupils to access a broad and balanced curriculum
- Creating a language-rich environment, with a strong emphasis on communication, vocabulary and reading
- Valuing pupils' experiences and promoting opportunities for pupil voice and participation
- Recognising that access to learning may look different for different pupils, and adapting provision accordingly

2. To ensure that individual needs are understood and met through a graduated, relational approach by:

- Building strong, trusting relationships with pupils and families to understand each child's strengths, needs and barriers
- Using the graduated approach (assess, plan, do, review) to identify needs early and respond with appropriate provision
- Ensuring that support is personalised and flexible, based on what is most effective for the individual child
- Working with external professionals, where appropriate, to deepen understanding and refine provision
- Providing access to enhanced provision for pupils with more complex needs, ensuring a bespoke curriculum and individualised support

3. To promote inclusion, wellbeing and a sense of belonging for all pupils by:

- Creating a safe, supportive and inclusive environment where all pupils feel valued
- Recognising and responding to the social, emotional and sensory needs of pupils
- Supporting pupils to develop self-regulation, independence and resilience
- Working in partnership with families to ensure consistency and shared understanding
- Providing opportunities for all pupils to participate fully in school life, including wider experiences and enrichment



SEND REPORT

Each Local Authority must have a local offer which highlights the provision. Nottingham City's Local Offer can be found:

- [Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)
- The Nottingham City Schools Provision maps are available on this site and Scotholme Primary School makes provision in line with the good practice described within this framework

KEY STAFF:

Headteacher - Ms Hall

SENDCo - Miss Bowden

Chair of Governors - Elaine Fox

SEND Governor - Mr Colin Wignall



Ms Hall

Miss Bowden

WHAT IS A SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)?

A special educational need (SEN) is a difficulty, difference or barrier that affects a child's ability to learn and access the curriculum. A disability is a longer-term health condition which causes a difficulty, difference or barrier to learning and/or accessing the curriculum.

The Special Needs and Disabilities Code of Practice: 0-25 years (2015) states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age: OR Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in main stream schools or post 16 institutions.'

The SEN Code of Practice 2015 requires all Local Authorities, Schools and Academies to provide access to the support they provide to their SEN pupils and parents.



WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

Contact your child's class teacher

- During this meeting you will discuss progress, looking at latest assessment results and the nature of the difficulty across all areas of development. If the class teacher feels it is necessary, they will pass the information onto the school's SENDCo.

SENDCO's actions

- It may be necessary for you to meet with the SENDCo. Your child may be placed on the Special Educational Needs and disabilities register if additional support is required.

Next steps

- Targets will be created and/or advice may be requested by an outside agency.

All children identified with a SEN and/or disability have full access to engage in activities available with children and young people in the school who do not have SEN. The above will take account of all Health/Safety and Risk Assessment etc.

HOW WILL THE SCHOOL RESPOND TO MY CONCERN?

- Initial concerns may be expressed at parent's evenings or on request after school with the class teacher
- A further meeting may take place
- Your concerns will be discussed with the SENDCo
- Depending on the child's needs outside agencies may be requested to assess or observe the child
- A plan of action will be put together with you and your child
- Specific targets will be set
- The plan and targets will be reviewed regularly with you and your child.

HOW WILL THE SCHOOL DECIDE IF MY CHILD NEEDS EXTRA SUPPORT?

At this stage decisions can be based on formal or informal assessments:

- Monitoring of progress data which is collated and analysed termly
- If concerns are raised by parent/carer, teacher or the child
- If concerns are raised through adult observations over a period of time by the SENDCo, class teacher, teaching assistants or other professionals
- If there is a sudden change in the child's behaviour
- Standardised assessments and specialist advice from outside agencies





EARLY YEARS FOUNDATION STAGE (EYFS) HOW DO WE IDENTIFY SEND?

Throughout a child's learning career, a child may have a learning need. These may be identified by parents/carers, school staff or outside agencies working with the child. We encourage parents/carers to share information and concerns with us as early as possible.

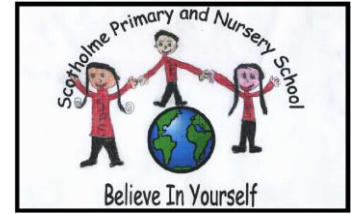
We also use observation and assessment tracking systems to identify any possible concerns. We are committed to ensuring that all children in our Foundation Stage have access to learning opportunities, for those who are at risk of not making expected progress we will implement programmes to support their needs. This does not mean that all disadvantaged learners will have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

In our Foundation Stage we will include the child (where necessary), parents/carers, class teacher, Miss Bowden (SENDCo) and Ms Hall (Headteacher) to support and identify barriers to learning. We will gather evidence and arrange suitable intervention support. Also, we have access to various specialist services that can make further assessments and provide additional support. The SEND team will coordinate these services on your behalf.

Each learner identified as having SEND in our Foundation Stage will receive support based on their individual needs, this is flexible and may change over time linked to the Scottholme SEND Pathway. It will be designed to support learning and also the child's well-being. A child's needs will be specifically targeted according to Development Matters and the Early Learning Goals. Targets will be reviewed at meetings with the class teacher and SENDCo, as well as at parents' evenings. Children are taught in small groups according to their needs as part of our day to day practice and will be extended to support children with additional needs.

In Foundation Stage we use a range of programmes to support children's learning:

- Speech and Language support - Nuffield Early Language Intervention (NELI) or Talk Boost
- Rocket Phonic
- Zones of Regulation
- Friendship groups



WHAT WILL THE SCHOOL DO TO SUPPORT MY CHILD?

Your child's targets will be set and progress monitored by the class teacher. However, support may be given by teaching assistants, other teachers, SENDCo or agency support workers. This is known as a graduated approach.



ASSESS

Through summative data from:

- Regular assessed pieces of writing (unaided)
- PIRA and PUMA reading and maths tests
- Agency assessments

Through informal methods:

- Observations over time within the classroom or playground
- Daily formative assessments
- Observations from outside agencies

PLAN

Smart targets are created using the information collected.

- Individual targets set out specific targets using assessed information
- Targets could include: speaking, listening, reading, writing, maths, working with others, independence and organisation, attention.
- Differentiated tasks are set in lessons by the class teacher

REVIEW

Targets will be reviewed during Autumn, Spring and Summer terms:

- Targets reviewed three times per year with parents and pupils, however, if targets are fulfilled reviews will be held more frequently
- Parents evening are held three times a year in addition meetings to review progress
- If further meetings are required feel free to contact your child's class teacher via Class Dojo or the school office
- All meetings will review targets against progress, effective or non-effective strategies and the next steps for focus.

DO

A range of different strategies and support are used to help children achieve their targets, which might include:

- Additional classroom support by a teaching assistant
- Small group support within the classroom
- 1:1 support within or outside the classroom
- Agency support 1:1 or with a small group
- Specific teaching practices to support your child, the level of support is in relation to the level of need

The Graduated approach





WHO WILL SUPPORT MY CHILD IN SCHOOL?

We have an experienced team of staff who may be involved in supporting your child. These include:

Who?	How and Why?
Your child's class teacher	Will set tasks that are appropriate and accessible for your child Will be responsible for interventions that are set Will monitor the effectiveness of interventions
Teaching Assistants who support all pupils in class	May provide 1:1 or small group work in class May provide 1:1 intervention outside the classroom in or out of school time
SENDCo - Miss Bowden	Will liaise with outside agency support Will observe and monitor targets set and may attend meetings
Midday supervisors	May provide support for monitoring personal, social and emotional needs through play
Additional agency	May complete assessments or observations to assist with target Support Setting May be involved with reviews and next steps
Governor(s)	Oversee the SEN policy
Volunteers	May hear readers within the class

EQUIPMENT

If your child has any specialised equipment which needs to be stored at school we have a specialised hygiene suite which and such items will be stored in this room or in the office which had lockable areas.

WHAT TRAINING AND EXPERIENCE DO STAFF HAVE FOR THE ADDITIONAL SUPPORT MY CHILD NEEDS?

At Scotholme Primary School, we are committed to ensuring that all staff have the knowledge, skills and understanding required to meet the needs of every child. Training is regularly reviewed and developed to reflect the needs of our pupils.

First Aid

A number of staff hold up-to-date First Aid qualifications, ensuring that pupils' medical needs can be supported safely and effectively.

Safeguarding and Attachment

All staff receive regular safeguarding training and have a strong understanding of attachment, trauma-informed practice and their role in keeping children safe.

Restrictive Intervention and Reasonable Force

Scotholme follows the SHINE Multi Academy Trust Restrictive Intervention and Reasonable Force Policy and the DfE guidance effective from 1 April 2026. Restrictive intervention is never used as punishment,



behaviour management or to secure compliance. It is only used as a last resort where it is necessary, reasonable and proportionate to prevent harm.

Staff are trained in de-escalation, behaviour as communication, trauma-informed practice and positive behaviour support. Some staff receive additional approved physical intervention training.

Scottholme does not use seclusion. Pupils are not placed alone in a room and prevented from leaving. Where pupils move to a quieter space, this is relocation for regulation and support. Pupils remain supervised, doors are not locked or blocked, and pupils are not prevented from leaving.

Any significant use of force, restraint or restrictive intervention is recorded, reviewed by senior leaders and reported to parents/carers as soon as practicable, usually on the same day. Records are used to review risk assessments, individual plans, reasonable adjustments and staff training needs.

Neurodiversity

Staff have received training to support neurodiverse pupils, including autism, ensuring that teaching approaches and environments are adapted to meet a range of needs.

WHO ELSE MIGHT BE INVOLVED IN SUPPORTING MY CHILD?

Support available

We can also make referrals to:

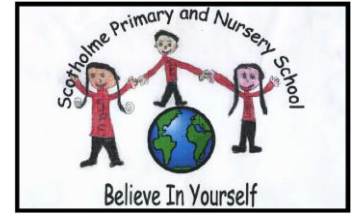
- Paediatricians
- Early Assessment Workers (to support with actions impacting on the child and family)
- Child and Adult Mental Health Service (CAMHS)
- Autism Team
- Healthy Minds
- Behaviour team
- Learning support team
- Early Years Team
- Educational Psychologist

WHAT SUPPORT WILL BE THERE FOR MY CHILD'S EMOTIONAL AND SOCIAL WELL-BEING?

Pastoral and Social Support:



- All members of staff build up strong relationships with children to support their social and emotional needs.
- Members of staff, such as the class teacher, designated teaching assistants and SENDCo are readily available for pupils who wish to discuss issues and concerns.
- A Nurture Group is available for those who are require additional support.
- All safeguarding and child protection issues are reported to Ms Hall (Head Teacher) and DSL.
- We have a clear behaviour policy which is adhered to by all staff.

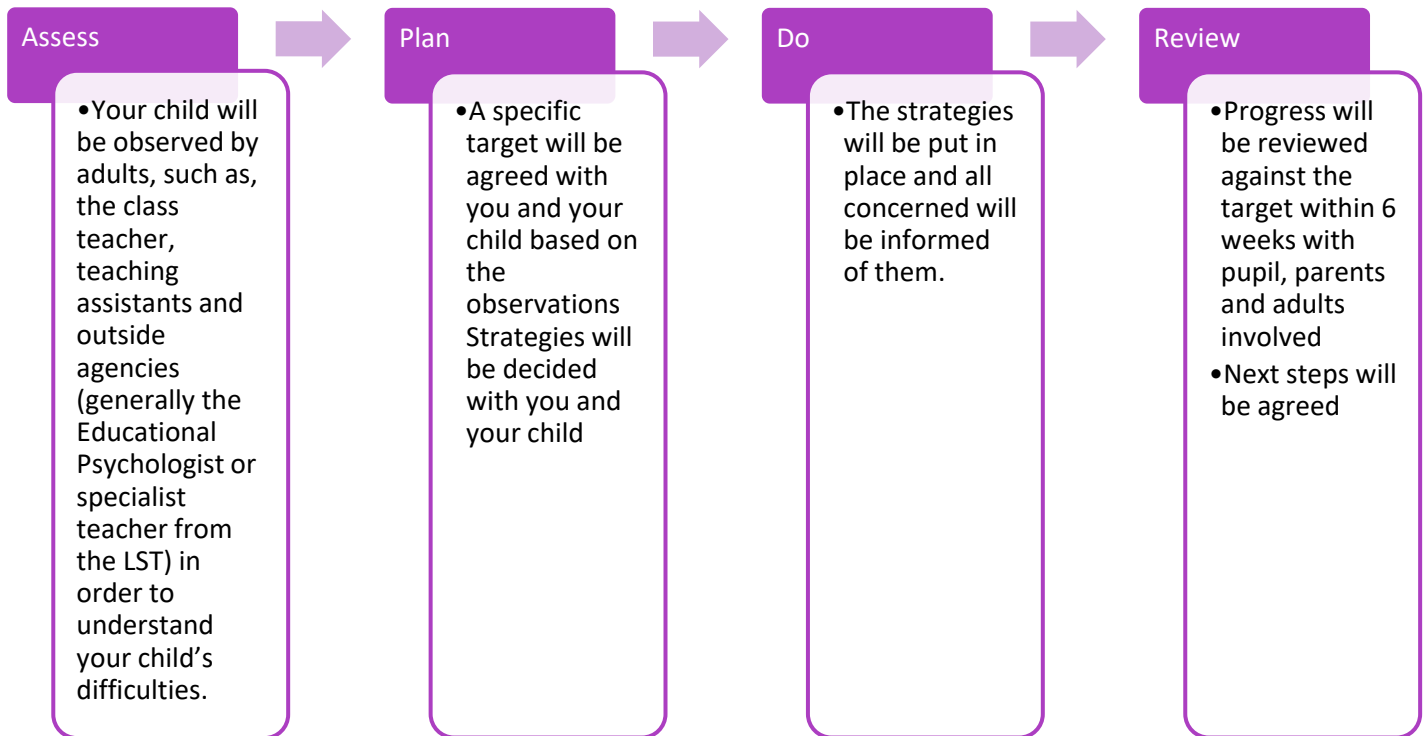


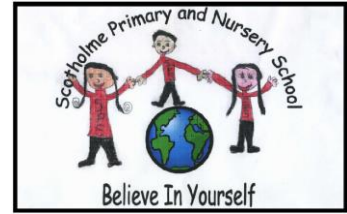
MEDICAL NEEDS

If your child has specific medical needs please contact the class teacher, SENDCO or Headteacher. If needed, a detailed 'care plan' can be written through consultation with medical professionals and parents to inform and guide staff about the care required. Where necessary medicines can be administered by the first aider (in the company of another member of staff) in agreement with the parent/carer. A medicine administration form must be completed and medicines are kept in a safe place.

SUPPORT FOR BEHAVIOUR

If your child has specific difficulties regarding behaviour, they may require a behaviour plan or individual support plan. This will follow the graduated approach, 'assess, plan, do, review' process.





Use of concrete apparatus:

- Practical equipment in mathematics
- Magnetic letters, sand etc for mark making, letters and words Use of drama
- Hot seating
- Freeze framing
- Speaking and listening activities
- Filming Use of ICT
- Laptops/iPads to record (as an alternative to writing)
- Laptops to improve typing skills
- Laptops/iPads to improve skills through educational games in phonics and mathematics
- Careful position of pupils at the table and carpet

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S ATTAINMENT AND ACHIEVEMENT?

OPPORTUNITY	DETAILS	FREQUENCY
Review meetings	Pupil targets are reviewed with parents and pupils Educational Health Care plans are reviewed with parents and pupils	3 times a year Once a year
Assessment or observation feedback (outside agencies)	Feedback is given for an assessed report or observation from an outside agency or SENDCo If reports coincide with review meetings, they will be discussed then	When appropriate
Parent consultations	Targets will be reviewed	3 times a year
Class teacher feedback	If there are concerns or a celebration of success, you may be phoned or asked to a meeting	When appropriate
Home/school communication	If there are behaviour, medical or anxiety issues a communication book may be sent home or parents will be	Daily or weekly as appropriate



	communicated with via Class Dojo	
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Your child's teacher is usually available at the end of each day if you wish to speak to them. Alternatively contact your child's teacher via Dojo or phone the office to request an appointment.



HOW WILL I KNOW HOW WELL MY CHILD IS PROGRESSING?

Each child's progress is carefully checked every term and placed on our tracking system using data from tests, classroom work and observations. These include the following:

- The school tracking system
- Early learning goals - for pupils in the Foundation Stage
- Reading and spelling assessments
- Standardised assessments (carried out by Specialist Teachers and Educational Psychologists)
- Assessment for learning - carried out by the teacher, pupil self-assessment peer assessment
- Individual targets, written as feedback by the teacher

These help to identify areas of weakness to target. If your child is struggling they will be given specific targets which will be discussed with them initially and then with you. If they continue to struggle it may be necessary to formalise their specific needs by applying for an 'Educational Health Care Plan'. This is the new legal document mentioned in the 'Children and Families Act 2014'. It brings together all relevant agencies appropriate to your child's needs and will clearly set out what actions are required.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- Educational visits are an integral part of the curriculum at Scotholme. All pupils are included with special needs being considered in risk assessments. If you have any particular concerns do not hesitate to contact the school.
- We also provide additional trips for children with SEND linked to their individual curriculums.
- All pupils are entitled to take part in clubs after school and are encouraged to do so. Some clubs are so popular a reserve list system has had to be put in place.
- We have breakfast club before school, which pupils may attend.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- We have wheelchair access to the entrance of the building and to Nursery.
- There is wheelchair access at both gates.
- There are 3 toilets adapted for disabled users
- There is a changing facility in Foundation

HOW ACCESSIBLE IS THE CURRICULUM?

- Each classroom has their own whiteboard and there is access to a laptop or iPad if necessary.
- Each classroom is equipped with a variety of mathematical equipment
- Adaptions to resource are available based on need



HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL?

Early Years Transition

- The teachers visit feeder nurseries when possible
- Parents are encouraged to look round with their children
- Visits can be arranged the term before starting
- School receives and uses relevant paperwork to plan extra support if needed
- Agencies already involved are consulted
- Parents are given an opportunity to attend an information event before their child starts in September
- Settling in sessions are used to ensure that transition to school is good

Transition between classes

- Exchange of information between classes, including successful strategies
- Time with the new teacher before the end of the summer term
- Access to new classroom environment
- Social stories and transition document to be sent home for both pupils and parents
- Extra lessons with the new teacher can be arranged if a pupil is particularly anxious
- A parents' evening in the Autumn term to discuss settling in and any concerns

How will the school prepare and support my child to transfer to secondary school?

We understand that this is a daunting time for all pupils but more so if your child has SEND needs. We support you child by:

- Meetings are arranged with outreach services and SENDCo's from Secondary Schools for parents if required
- Information is shared with the Secondary School through transfer of paperwork, face to face meetings, emails, etc
- Secondary SENDCo's and Teaching Assistants visit pupils in school to provide them with additional information and meet them prior to any visits
- Additional visits are put in place to meet each child's individual needs
- If your child has an Educational Health Care Plan relevant outside agency and the Secondary School SENDCo will be invited to the annual review prior to transition

How can I be involved in supporting my child?

- At target setting reviews you will be asked to comment on progress and make suggestions for future targets
- You will be asked to support your child in achieving these targets either through the normal homework route or with extra work
- All parents are asked to hear their child read regularly, assist in learning spellings and times tables (for relevant year groups)



Additionally, parents are encouraged to support within school through:

- Hearing readers in spare time
- Using their expertise in after school clubs
- Joining us to celebrate success in activities, such as, assemblies, sports events, etc



ADMISSIONS

For admissions regarding children with SEND please refer to our admissions policy.

HOW CAN I ACCESS SUPPORT FOR MYSELF AND MY FAMILY?

- Local Offer
Nottingham City Schools Local Offer is accessible to all parents on <https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>
- The school will provide information about the ASK US Service to parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the ASK US Service for independent support and advice
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=YmqugCdb3a4>

COMPLAINTS:

If you feel that something is not going quite as you would like it to, that we are doing something that you are unhappy with, or not doing something that you feel we should, please tell us about it.

The first step: Please arrange to discuss any concerns with your child's class teacher, or with the particular teacher concerned. We hope that most problems can be sorted out this way.

The second step: If, after speaking to your child's teacher, you do not feel that your complaint has been properly dealt with, or if your concern is about the conduct of a particular teacher, then you should discuss the matter with that SENDCO or Headteacher. In almost all cases we can sort things out satisfactorily in this way.

The third step: You should make a formal written complaint to the headteacher, unless the complaint is about the conduct of the headteacher. You should then receive a written response.

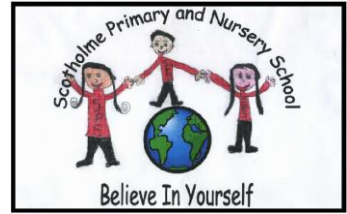
Taking matters further:

The schools' Complaint Procedures are set out in the school policy, copies of which are available from Reception and on the website. [SHINE MAT's Complaints Procedure](#) is also available on their website. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school works within LA guidance and will make further information about this process available on request.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

If you require any further help, please contact:

- Your child's class teacher
- The front office



- The SENDCo
- The Head Teacher



This policy was adopted on:	April 2026
Review Cycle:	Annual - next review Spring/Summer 2027