



Inspiring hearts,  
shaping minds

# King Edward Primary and Nursery School SEN Information Report (Local Offer)

At King Edward Primary and Nursery School, we are committed to creating a nurturing and inclusive community that feels like family, where kindness is our cornerstone and every child is valued, cared for, and supported to thrive. Inclusion is central to our vision and everyday practice, and our approach to supporting pupils with special educational needs and disabilities (SEND) is rooted in compassion, courage, confidence, curiosity, and community. We hold high aspirations for all learners and, through high-quality teaching, strong relationships with families and a shared commitment to removing barriers to learning, enable every child to develop a love of learning, grow in confidence, and prepare successfully for the next stage of their education.

Our Common Inclusion Goal reflects this commitment:

*"Here, everyone is encouraged to be their true self, through feeling safe, seen and supported in an environment where compassion, courage, confidence, curiosity, and community foster a strong sense of belonging for all. Every unique voice enriches our school family."*

SEND provision at King Edward Primary and Nursery School is an integral part of the school's quality of education, leadership, safeguarding, and personal development. This SEN Information Report sets out how we identify, assess and support pupils with SEND, how we work in partnership with parents and carers, and how we evaluate the impact of our provision so that pupils make strong progress from their individual starting points and are well prepared for the next stage of their education.

## What kind of special educational needs does the school/setting make provision for?

King Edward Primary and Nursery School is a mainstream school committed to inclusive practice and high expectations for all pupils. The school makes provision for pupils with a wide range of special educational needs and disabilities (SEND), including:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

SEND provision is an integral part of the school's approach to quality of education, leadership and management, safeguarding and personal development. The school holds ambitious expectations for pupils with SEND and evaluates provision regularly to ensure pupils make strong progress from their individual starting points and are well prepared for the next stage of their education.

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

The school uses a range of evidence to identify pupils who may have SEND, recognising that needs may be evident at different points in a child's development.

Identification is informed by:

- Ongoing formative and summative assessment
- Teacher observation and professional judgement
- Pupil progress meetings and data analysis
- Information from previous settings and transition meetings
- Communication with parents and carers
- Monitoring activities such as learning walks, book looks and pupil voice

The school follows the graduated approach outlined in the SEND Code of Practice: **Assess, Plan, Do, Review**. High-quality, adaptive teaching is the first response to meeting pupils' needs.

Parents or carers who have concerns are encouraged to discuss these initially with the class teacher. Where appropriate, the SENDCo and Inclusion Team will become involved to further assess needs and plan support in partnership with families.

## **How does the school evaluate the effectiveness of its provision for pupils with special educational needs?**

The effectiveness of SEND provision is evaluated systematically and regularly. This includes:

- Reviewing pupils' progress towards outcomes identified in Individual Learning Plans (ILPs)
- Termly review meetings with parents and carers
- Monitoring the impact of interventions using baseline and exit assessments
- Gathering and responding to pupil voice
- Ongoing monitoring by the SENDCo, including classroom visits and work scrutiny
- Advice and feedback from external professionals
- Annual reviews for pupils with Education, Health and Care Plans (EHCPs)

Where pupils are working significantly below age-related expectations, appropriate small-step assessment tools (for example BSquared or engagement-based assessments) are used to track progress and inform next steps.

## **How will both the school and I know how my child is doing and how will the school help me to support their learning?**

The school works in close partnership with parents and carers and values open and effective communication. Progress for all pupils is monitored regularly, and for pupils with SEND, progress and provision are reviewed at least termly.

Parents are kept informed through: parents' evenings and review meetings; Regular communication with class teachers; and annual written reports

Where pupils have an Individual Learning Plan, Individual Behaviour Plan or Structured Conversation Targets, these are reviewed termly. Parents and pupils are involved in setting, reviewing and evaluating outcomes, and copies of relevant documentation are shared so families can support learning at home.

## **What is the school's approach to teaching pupils with special educational needs?**

High-quality teaching, adapted to meet the needs of pupils with SEND, is the school's first response. Class teachers are responsible and accountable for the progress and development of all pupils in their class.

Adaptive teaching strategies include, where appropriate:

- Scaffolded learning and structured support
- Flexible grouping
- Pre-teaching and overlearning of key knowledge and vocabulary
- Use of visual supports and concrete resources
- Adjustments to pace, task design and presentation

Where additional support is required beyond classroom adaptation, targeted interventions or personalised approaches are implemented and reviewed regularly for impact.

## **How will the curriculum and learning be matched to my child's needs?**

The curriculum is designed to be inclusive by default and ambitious for all learners. It is delivered in a range of ways to meet different learning needs and styles.

Where individual adaptations are necessary, these are planned carefully to ensure pupils can access the curriculum alongside their peers. Staff training is provided where needed to support effective delivery and inclusion.

## **How are decisions made about the type and amount of support my child will receive?**

Decisions about support are informed by:

- Assessment information and progress data
- Professional judgement of staff
- Advice from external professionals where appropriate - Ongoing dialogue with parents and pupils

Support may be short-term or longer-term depending on need. All provisions are reviewed regularly to ensure they are effective and represent a good use of resources. Parents and carers are kept informed at each stage of the process.

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

The school is committed to ensuring that pupils with SEND are fully included in all aspects of school life, including educational visits and extra-curricular activities.

Risk assessments are completed for all trips and activities, and reasonable adjustments are made where necessary to enable participation. Where appropriate, the school works in partnership with parents to plan additional support.

## **What support will there be for my child's overall well-being?**

The school recognises the importance of pupils' emotional, social and mental wellbeing as part of their overall development.

Support includes:

- Emotional Literacy Support Assistant (ELSA) provision
- SEMH interventions delivered by trained staff
- Access to sensory spaces
- Opportunities for pupil voice, including the school council
- Pastoral and attendance support

Attendance, behaviour and wellbeing information is monitored and analysed to identify barriers and evaluate the impact of support.

## **Who is the school special educational needs co-ordinator (SENCO) and what are their contact details?**

The Special Educational Needs Co-ordinator (SENDCo) is **Mrs Binks**, who has responsibility for coordinating SEND provision across the school.

Contact details:

- Email: [abinks@kingedwardprimary.notts.sch.uk](mailto:abinks@kingedwardprimary.notts.sch.uk)
- Telephone: 01623 472215 (via the school office)

## **What training have staff supporting SEN had and what is planned?**

Staff receive ongoing professional development in relation to SEND, aligned with the needs of pupils and school priorities. Training includes whole-school SEND training, targeted support for staff working with individual pupils, and advice and guidance from external specialists.

Training needs are reviewed regularly to ensure staff have the knowledge and skills required to meet pupils' needs effectively.

## **What specialist services and expertise are available or accessed by the school?**

The school works in partnership with a range of external agencies, including but not limited to:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational and Physiotherapy Services
- Schools and Families Specialist Services
- Health services including School Nursing and CAMHS
- Social care and voluntary organisations

These partnerships support effective assessment, planning and review, and help ensure joined-up provision for pupils and families.

## **How is equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?**

Where required, equipment is provided or funding applications are made to support individual pupils. The school site is largely wheelchair accessible, except for one intervention room located upstairs in the year 1,2 and 3 building.

Disabled toilet facilities are available, including space to accommodate changing. Visual supports, symbols and visual timetables are used where appropriate. Risk assessments and safe systems of work are in place to ensure safety and accessibility.

## **What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?**

Parents and carers are involved at all stages of the graduated approach. Concerns are discussed with class teachers in the first instance and, where appropriate, with the SENDCo.

Parents are actively involved in target setting, review meetings and decision-making, and are encouraged to work in partnership with the school to support their child's progress.

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

Pupils are encouraged and supported to contribute to decisions about their learning. Where appropriate, pupils are involved in setting and reviewing targets and reflecting on their progress. Pupil voice is valued and informs ongoing provision.

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

Concerns should be raised initially with the class teacher, followed by the SENDCo if necessary. If concerns are not resolved, parents and carers should follow the school's Complaints Procedure, which is available on the school website.

## **How will King Edward Primary and Nursery School prepare my child to join the school/nursery and manage transitions?**

Transitions into school, between year groups and to secondary education are carefully planned and supported.

Support may include enhanced transition visits, transition books or social stories, additional time with new staff, and close liaison with previous and receiving settings. The school works closely with partner secondary schools to ensure continuity and promotes independence, resilience and preparation for adulthood throughout school life.

## **Where can I access further information?**

Further information is available through:

- The school's SEND Policy (available on the school website)

- Nottinghamshire County Council SEND Local Offer
- The school office, where appointments can be arranged to discuss SEND provision in more detail