



SEND Information Report

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The local offer for our school is uploaded onto the Nottinghamshire County Council local offer website: <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/home.page>

The local offer is a way for schools to let parents know what provision they make for children with Special Educational Needs and/or Disabilities. It is a number of questions that parents may typically want to ask about a school when considering sending their child to the setting or just to make sure that the school their child attends has suitable provision for their needs. The intention of the Local Offer is to improve choice and transparency for families.

1. What kinds of special educational needs does the school/setting make provision for?

We take pride in constantly updating and further developing our provision, always looking forward as a school to meet a diversity of needs. Our SENCO, supported by SEN Governors, regularly checks how well SEND support is helping children in our school to make progress.

We believe in a fully inclusive practice where barriers to learning are overcome and training, school setting and resources are focused towards achieving this aim for all of our pupils.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction; for example, Autism, speech and language difficulties.
- Cognition and Learning: for example, Dyslexia.
- Social, Emotional and Mental Health difficulties: for example, Anxiety, behavioural needs, trauma.
- Sensory and/ or physical needs: for example, visual impairments, hearing impairments, processing difficulties.

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

All teachers are teachers of pupils with special educational needs and are highly skilled in identifying pupils with these needs as early as possible. All members of staff receive a regular programme of training to support them in the identification of SEND.

Early identification of SEND is vital; this usually begins with comments or concerns raised by parents, or school staff working directly with the child. These concerns may be based on the pupil's general well-being, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. We also make use of our own rigorous system of assessment and record keeping aiding early identification and to help us define specific needs.

The SENCO will then discuss concerns with adults working with the pupil, the pupil's family and the child. The discussion focuses on identifying barriers to learning and desired outcomes for the child, we explore what provision might be necessary to enable the child to reach their potential.

Depending on the level of the child's needs, strategies to support the child's learning may be put into place. These might be class-based support approaches or for some pupils, specific interventions might be offered. Pupils with the highest level of need might be referred to other agencies for further advice and support.

The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school. Children on the SEND register, have an individual Pupil Profile written which outlines their needs, strengths, provision and targets set. This is reviewed with parents termly; targets are reviewed, provision discussed and new targets set.

If parents have any concerns about their children's education and well-being throughout their time in school, we continue this partnership approach and will address any queries in an open and supportive way. They can at any time approach their child's class teacher, head teacher or school SENCO and if necessary, an appointment to discuss any concerns in more detail will be made. We work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

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

The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and so reduce barriers to learning and enable the child to make the best possible progress.

Through monitoring, observing and assessing a child's needs, staff work together with the SENCO to put in place appropriate support and provision.

Provision is reviewed termly in Pupil Progress Reviews where the class teacher, teaching assistant, Head Teacher and SENCO meet to discuss each child individually. During these conversations, the effectiveness of provision and support is analysed, progress against individual targets is shared and next steps are planned for. All parents in school are invited to parents' evenings in both the Autumn and Spring Term where they can discuss their child's progress. In the Summer Term, all parents receive an end of year report, detailing progress within all areas of learning and are invited to discuss this with their child's class teacher.

Our SEND Information report is reviewed annually.

4. How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

When a child is added to the SEND register, we will develop an individual Pupil Profile. This will describe the child's special educational needs, identify outcomes, set specific targets to be achieved and detail arrangements made in school to help achieve the targets. It will track and monitor provision for the school year and keep a record of historical provision the child has received. Parents and children are involved in putting together this profile and in reviewing it regularly, at least three times a year. The involvement in, and commitment to, the review process made by parents at this stage is invaluable and an integral part of what makes the process work.

This will then form an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

5. How are decisions made about the type and amount of support my child/young person will receive?

Support offered to each child will reflect targets set and how best they can be achieved. Sometimes this may be through classroom support, small group work or one to one provision. The level of provision will be decided by the class teacher, school SENCO and head teacher. Information from parents, outside agencies and the pupil themselves will all be taken into account and valued as part of this decision-making process.

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

Integral to all learning is our belief in developing each child to their full potential, across all curriculum areas and in all aspects of school life. High quality target setting and aspirations are used therefore to develop academic, artistic, creative, sporting and social skills.

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching which is adapted to meet the needs of all learners. Class-based approaches to support pupils with SEND might include alternative forms of recording work, visual prompts, use of IT, additional scaffolding or models, use of specific resources or small group support. Class teachers and support staff are provided with regular professional development opportunities to support them in adapting learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available, which go beyond class-based approaches, for children who require additional support. Some of these intervention approaches are published or commercially available packages of support, such as Nessy, Fun Fit, Lego Therapy, Comprehension Express; others are personalised approaches based on best practice guidance, for example social stories, support groups, exploring emotions.

For those with significant or complex needs, the school seeks the advice of specialists, such as speech and language therapists, educational psychologists, SEMH team, School Inclusion Services, physiotherapists and occupational therapists. In some cases, these specialists might work in school with the child, or they may provide training or guidance for school staff to follow. Where additional levels of support are required, a Pupil Profile will be created to outline the provision available to the child. Parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular review meetings. The school SENCO may be contacted as needed to discuss the child's needs in more detail.

7. How will the curriculum and learning be matched to my child/young person's needs?

All class teachers take responsibility for meeting the needs of all learners in their class by adapting learning. Where pupils have SEND, class teachers will be aware of each pupil's strengths and areas for development and will make every effort to provide for these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks or scaffolds, or for those with language processing difficulties, visual supports may be used to accompany auditory information. Where learners are working at a level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting

objectives covered in previous year groups. We aim to encourage independence in all learners, and this is promoted by ensuring that independent work tasks are matched as closely as possible to the level and strengths of the learner. For those pupils who require a more specialist approach to learning, class teachers are encouraged to discuss strategies of support with the SENCO, who may in turn seek advice from other local SENCOs or specialist agencies such as speech and language therapists, educational psychologists, Schools and Inclusion Services, physiotherapists and occupational therapists. All additional provision for pupils with SEND is monitored by the SENCO and Head teacher, and discussion of these pupils' progress takes place at regular meetings held between class teachers and the SENCO.

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

As a school we highly value the benefit of education outside the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any educational visit a detailed risk assessment is carried out, which considers the needs of children with SEND. Where necessary, we meet with parents to discuss any additional support that may be required.

9. What support will there be for my child/young person's overall well-being?

The social and emotional well-being of all our pupils is our top priority, and we have worked to develop and maintain a strong community ethos. PSHE lessons provide the opportunity for all children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum.

We understand that at certain times in their lives, children need additional support for their overall well-being, and we ensure that this support is available promptly as we embrace the thinking that early intervention is key. Bespoke, individualised provision and intervention is available for all children, irrespective of whether or not they are a child with SEND. We have prioritised our pastoral offer and have 2 pastoral support workers in school, they offer ELSA sessions (Emotional Literacy Support), lego therapy, zones of regulation interventions, theraplay, sensory circuits, FunFit, Interoception and Forest Schools. Our children at Wynndale know that they can put a 'Time to Talk' slip in at anytime and one of our pastoral support workers will give them an opportunity to discuss what is on their mind. We also have a 'Worry Monster' on our Website, for children to use when not in school.

Strong relationships are at the heart of everything at Wynndale. We use an emotional approach, using emotion coaching language so that all our children feel supported, listened to and cared for.

10. What training have staff supporting special educational needs had and what is planned?

As a whole staff we regularly attend training linked to supporting special educational needs. We are trained in making provision for children with Dyslexia, Autism (ASD), ADHD, Social Emotional and Mental Health (SEMH) needs and Speech and Language. Over the last 12 months, our whole school CPD has focussed on adapting our teaching and learning for all children, but specifically to meet the needs of children with SEND. Our TA's have recently been trained on Sensory Circuits, the Whole Word Approach to reading, the use of the SensePath assessment tool and phonics delivery.

We have trained staff who can support children with specific health or education needs, like visual impairment, allergies, epilepsy and other sensory and physical needs. We have a trained Emotional Literacy Support Assistant in school and 2 Pastoral Support Workers.

11. What specialist services and expertise are available or accessed by the setting/school?

We have access to support from outside agencies and services where we can make use of different areas of expertise. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. This process of support is aided by termly Springboard meetings to discuss children who may benefit from input from relevant outside agencies. From these meetings we can access advice and training from relevant support services, including the Educational Psychology Service, Schools Inclusion Service and SAP (our behavioural partnership).

We have a close relationship with our Family SENCO and through regular, informal conversations we gain advice and support in order to ensure we are providing the very best provision for our children. We also reach out to other SENCO's in the local area to share knowledge and experiences.

12. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Reasonable adjustments have been made to improve accessibility. Our site is wheelchair accessible with one disabled toilet and shower in Foundation Stage.

To help fully provide for all the needs of children within our school, we update relevant equipment, intervention programmes, staffing ratios and facilities to best support learning and social development.

In addition to money from our own school budget, we can also apply, if needed, for specialist equipment from the local authority and can bid for further funds from the family budget (AFN) or local authority budget (HLN).

13. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEND get the most out of their education. This will help with early and accurate identification and assessment of SEND, leading to correct intervention and provision.

We fully involve parents in reviews, give further information during parents evenings, organise training courses/support for parents and have an 'open door' ethos towards parents, which welcomes and values their views. We hold termly coffee afternoons, specifically for parents of children with SEND. During these afternoons we share resources or information on areas linked to SEND and give parents an opportunity to share experiences with other parents and have time to ask questions.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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

We believe it is important to listen to and act upon what our children say about their needs and what sort of help they would like. We involve pupils in target setting and discuss their needs, feelings and progress in an informal setting based on their age and understanding. We also encourage pupils to become involved in the wider life of the school, and take pride in extra curriculum provision to develop different interests and skills, including performing music and drama, joining one of our out of school clubs and becoming active members of school teams.

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

We are always very happy to talk to parents and listen to any concerns they may have. If a parent or carer has any worries or concerns regarding the care or welfare of their child, an appointment can be made to speak to their child's class teacher or to the SENCO. We will always do our best to respond to concerns raised with us.

If parents feel that their concerns are not being responded to, school has a formal complaints procedure. This is available from school and online.

16. 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?

We have an active and supportive governing body who involve themselves fully in our school procedures and provision. The SENCO and Headteacher provide regular reports and information to the governing body and there is a named governor for SEND who can liaise with the SENCO and headteacher throughout the year. All governors are aware of the local offer

17. How will the school/setting prepare my child/young person to join the school/setting?

At all stages of education we are aware of the importance of preparing children with special educational needs for changes that occur, especially around starting or joining our school or when transferring between key stages, therefore these times are managed very carefully.

When starting or joining us at Wynndale, we take note of any information passed onto us from parents or relevant agencies to make sure we have everything needed to meet the needs of the child. Staff will be very involved with parents to make this transition successful and any specific initial arrangements can be discussed and implemented. The SENCO will be involved if necessary and will ensure appropriate outside agencies are informed and their expertise drawn on if required.

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

If a child is at the age to transfer to a new key stage, this is also carefully monitored and prepared for in advance. When transferring to a key stage within our own school setting, there will be extra meetings arranged between staff to share information, and all current and historic information will be shared and discussed. Pre-visits will be in place to allow the child to get used to a new setting, different routines and to get to know new staff members. Parents will be actively involved.

If the transfer is to their next school, staff meet with SEND leads from the new school and share all relevant information about the child's needs. In addition, extra visits can be arranged to the new school to allow the child to become familiar with the different settings, routines and key staff. All records and information on the child will be transferred with them.