



SEND Information Report 2025-26

Welcome to our SEND report which is part of Nottingham City's Local Offer for learners with Special Educational Needs. Rise Park is dedicated to being an inclusive school where all children and valued for their individuality.

The Local Offer

The local offer brings together information on services and support for children and families in one place. The aim is to provide all the information families need to make decisions about provision and support.

The Nottingham Local Offer can be found at:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7#:~:text=The%20Nottingham%20City%20Local%20Offer,brought%20together%20in%20one%20place.>

Or by typing 'Ask Lion local offer' into Google.



Our SEND policy can be found on our school website at:

<https://www.riseparkprimaryschool.co.uk/key-information/inclusion/>

We recommend that you read our SEND policy alongside our accessibility plan, relationships, regulation and behaviour policy and equality policy.

At Rise Park Primary and Nursery School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different.

Types of SEN that we provide for

We provide additional support and provision for children and young people with a range of needs including;

- Communication and Interaction, for example, autism spectrum disorder or speech and language difficulties.
- Cognition and Learning, for example, dyslexia or dyspraxia.
- Social, Emotional and Mental Health Difficulties, for example attention deficit hyperactivity disorder.
- Sensory and Physical Needs, for example, visual or hearing impairments.



How does the school identify SEND and what should I do if I have concerns about my child?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others*

of the same age in mainstream schools or mainstream post-16s institutions."

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

Class teachers will be expected to complete a referral form stating the assessments and additional provision which has already been implemented.

If a parent has concerns regarding their child's progress or well-being, then they should please speak to either their child's class teacher in the first instance or the SENCo to discuss any concerns further.

How will the school/staff support my child?



Inclusion Lead/SENCo

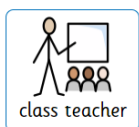
The Inclusion Lead/SENCO is Mrs Rachel Mee.

The Inclusion Lead/SENCo is responsible for:

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated teacher where a looked after (LAC) pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychology, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the

Equality Act (2010) with regard to reasonable adjustments and access arrangements.

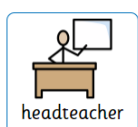
- Ensuring school keeps the records of pupils with SEN up to date.



Class teachers

In our school, every class teacher is responsible for:

- Being accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Inclusion Lead (SENCo) to review each pupil's progress and development and decide on any changes to provision.
- Liaising with all agencies and staff involved with a pupil, both internal and external, to ensure that the provision provided meets needs.
- Planning, implementing and reviewing an appropriately adapted curriculum for all pupils with SEND to ensure they meet the best outcomes.
- Ensuring they follow the SEND policy.



The headteacher

The headteacher is Mrs Natasha Kelly.

The headteacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- Working with the SENCo and the SEND governor to ensure the strategic development of the SEN policy and provision within school.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.



The SEN Link Governor

The SEN Link Governor is Trudy Hammerton.

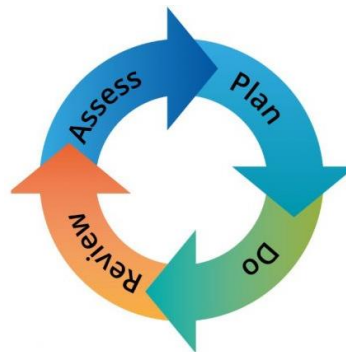
The SEN Governor is responsible for:

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Headteacher and SENCO with regards to SEN within the school.

How will the curriculum be matched to my child's needs?

If a learner is identified as having a Special Educational Need, we will provide support that is **additional to or different from** the adapted approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

When providing support that is “additional to” or “different from” we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

Do - providing the support – extra assistance for learning as needed.

Review – measuring the impact of support provided, and consider whether changes to that support need to be made. All of those involved – learner, parents/carers, teacher, SENCo and outside

agencies may contribute to this review. This stage then informs the next cycle.

How will I know how my child is doing and how will you help me to support my child's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCo to review the short-term targets and to discuss the progress the child has made. We also encourage an "open door" approach whereby teachers are accessible at the end of the day for quick discussions after all other children have been safely dismissed or to arrange a longer meeting at a mutually convenient time if needed.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the headteacher and SENCO every term in reading, writing and maths. Through parent consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of year 6 all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally. Children in year 1 are also assessed with regards to their phonetic decoding skills and children in year 4 are assessed on their knowledge of times tables.
- Where necessary, children will have a SEND Support Plan or Pupil Profile based on targets set by school staff that are specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly. Targets will not necessarily only have an academic focus as we pride ourselves on seeing the whole child.
- The progress of children with an EHCP (Educational Health Care Plan) will be formally reviewed at an Annual Review. Parents and other adults involved with the child's education and those involved in wider support such as social workers or specific link teachers such as those from the autism team etc will be invited to attend.
- Book scrutiny, learning walks and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support will there be for my child's emotional and social development?

At Rise Park all staff are highly committed to supporting and developing children who feel happy and safe during their time with us. We value the development of social and emotional well-being for every child and recognise that sometimes children may need additional help and support in this area.

We have two specialist nurture teaching assistants who attend regular training and cascade their knowledge to other teaching assistants in the team. They follow a coaching and mentoring program to ensure best practice is always shared and maintained. When necessary, the Inclusion Lead may liaise with external agencies such as Neurodevelopmental Pathway Support Team (NPST), School Health Teams, Educational Psychologist and The Child and Adolescent Mental Health Service (CAMHS) for additional information or support.



Current nurture support.

We are proud to offer a range of interventions and support strategies to help children with their social and emotional wellbeing.

We have group nurture sessions from years 2 to 6. These focus on the areas of motivation, self-awareness, empathy, social skills and self-regulation.

Our ELSA provides 1:1 support for individual pupils.

We use Theraplay as an intervention for pupils from Reception to year 2.

We have specific support at break and lunch times to support social development.

We have a school therapy dog, Daisy, a border collie who works with specific groups of children chosen by the Senior Leadership Team.

Interventions such as Lego Therapy are also provided for specific pupils.



Medical needs

Any pupils with additional medical needs are well catered for at our school. All information regarding medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually (or as needed). Each classroom also has a basket containing asthma inhalers. All of our Teaching Assistants are first aid trained, including some TA's trained specifically in paediatric first aid.



Pupil voice

There are various opportunities for pupils to have a voice on decision making in the school. We have a school council that meet regularly with representatives from years 1 to 6.

Prior to SEND review meetings or EHCP reviews, pupils have the opportunity to share their views. They are also welcome to attend their review if they choose to.

We have a zero-tolerance approach to bullying. Please see the anti-bullying policy for further information.

What specialist services are available to be accessed by the school?

Rise Park is committed to providing training opportunities to all staff. We welcome training opportunities from outside agencies to keep staff informed of new initiatives and to access training for all staff, both teachers and teaching assistants, to enhance their skills.

The Inclusion Lead attends regular training throughout the year which is then cascaded to all relevant staff as needed.

If a child requires specialist medical support, for example, administration of insulin, key members of staff are trained by the appropriate medical services and work alongside them to ensure the best care possible for the child.



School provision:

Our record of current provision can be located alongside our school offer on the school website at:

<https://www.riseparkprimaryschool.co.uk/key-information/inclusion/>

We can request support from local authority services as required. Parental consent will be required before securing support from external services.



Local Authority provision available:

- Autism Team support
- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Learning Support Team (LST)
- Inclusive Education Service



Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- Children and Adolescents Mental Health Service (CAMHS)
- Neurodevelopmental Pathway Support Team (NPST)

What training have the staff supporting children and young people received?

- Precision teaching training delivered by educational psychologist to all teachers and TAs.
- Emotional coaching delivered by educational psychologist to all staff in January 2024.
- Attention autism training delivered by the autism team to all EYFS, year 1 staff and 1:1 TAs.
- Signs and symbols training delivered by the Speech and Language team.
- Attachment training delivered by Behaviour Support Team in February 2020 to all staff. Updated attachment training delivered by educational psychologist in April 2023.

- Theraplay training for TAs in May 2023 by the behaviour support team.
- ASD training – ‘communicating, connecting, getting ready for words’ and ‘Enabling environments, sensory and behaviour differences’ delivered to two Early Years Teaching Assistants.
- ASD training – ‘Introductions to visuals’ – whole school training.
- SALT Aided language boards training delivered to EYFS staff and SEND TAs.
- R2i refreshers for all TAs to build confidence in delivering the assessments.
- Zones of self-regulation and emotional control training delivered to inclusion lead, lead nurture TAs and 4 others TAs based on the needs of children in specific year groups.
- Refresher training delivered by the SENCo on key initiatives for the school.

How will my child be included in extra curricular activities?

At our school, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Thorough risk assessments are undertaken to ensure the safety of all children on school trips and the safety of the young person and their peers will remain the priority throughout the planning process. Please contact us if your child has any specific requirements for extra-curricular activities.

How accessible is the school environment?

We aim for our school to be accessible to all, regardless of need and we continually assess the provision to ensure this. For further details on this, please refer to our accessibility plan and audit which can be found here:

<https://www.riseparkprimaryschool.co.uk/key-information/inclusion/>

How will the school prepare and support my child with school transitions?

When children are admitted to school they will have an admission meeting with the headteacher and/or the Inclusion Lead. This provides an opportunity for open discussion around any additional needs the child may have so we can start considering additional provision which may be required.

Where appropriate, liaison between pre-school agencies, previous schools, medical or other professionals is arranged to ensure a thorough knowledge of the child's needs allowing a smooth transition to school.

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible. Additional resources such as transition books may be provided if needed.

Planning for transitions within the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need. Year six staff and the SENCo liaise with Secondary schools to ensure a comprehensive transition programme.

How is the decision made about the type and quantity of support my child will receive?

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a pupil are more complex, we would consider additional support through requesting additional funding. This is top up funding from the Local Authority where a child has significant and complex needs and is referred to as HLN (Higher Level Need) funding.

HLN funding is at no point guaranteed and bids are usually made once every two years, although an interim bid can be made during the year at specific times if a new child arrives at the school or if significant changes occur.

All HLN bids are taken to a moderation panel where HLN staff moderate the bids on a 'like-for-like' basis across Nottingham

City. The funding is then allocated by the local authority based on the levels of need across the city. Schools are informed whether or not an application for additional funding has been agreed.

How are parents involved in the school? How can I be involved?

At Rise Park we recognise that partnership with parents plays a key and vital role in supporting children to achieve their full potential. We value the importance of building positive relationships with parents and families within our school community. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. We aim to work closely with parents of SEN children through daily informal catch up in line with our open-door policy meaning that an adult is always available before or after school once all other children have been safely dismissed or at a mutually convenient arranged time.

Complaints procedure

In the first instance, please speak to your child's class teacher or the inclusion lead if you have any concerns. We hope to resolve, any complaints you may have at this level. If not then please direct your concerns to the headteacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting.

Please see the complaints policy on the school website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all.

If you have any comments or thoughts, they would be gratefully received. Please contact Mrs Rachel Mee (Inclusion Lead and SENCo) at admin@risepark.nottingham.sch.uk or 0115 9153775.