

Rise Park Primary and Nursery School



Parent/Carer SEND Handbook
2025/2026

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Overview of Special Educational Needs at Rise Park

What are the 4 main areas of need for Special Educational Needs?	Communication and Interaction (C&I)
	Cognition and Learning (C&L)
	Social, Emotional and Mental Health (SEMH)
	Sensory and/or physical
Who is the Special Educational Needs Co-ordinator (SENCo) at Rise Park?	Mrs Rachel Mee is the SENCo.
How do I contact the SENCo?	Ring the main school office on 0115 9153775 and request to speak to the SENCo. Alternatively you can email the school office at admin@risepark.nottingham.sch.uk
What should I do if I am concerned that my child might have a special Educational Need?	In the first instance, speak to your child's class teacher about your concerns. It may be that the class teacher shares your concerns. You can contact the SENCo by ringing the school office.
What is Rise Park's SEND policy?	The SEND policy contains information relating to how we identify pupils with SEND and what provision we offer for children with SEND.
Where can I find Rise Park's SEND policy?	Rise Park's SEND policy can be found on our School website under the 'Inclusion' tab.
What is the Local Offer?	The Local Offer provides information for children and young people with SEND and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.
Where can I find the Local Offer?	The link to the Nottingham Local Offer can be found on our School website under the 'Inclusion' tab. You can also follow the link below: https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7



SEND provision at Rise Park

Wave 1 – Universal support

- Quality first teaching delivers a multi-sensory approach to all curriculum areas for all children through practical approaches, visual aids and hands on activities to support learning.
- Quality first teaching ensures appropriate and accurate adaptations to enable all children to access all areas of the curriculum and to move through the lesson's objectives.
- Quality first teaching which provides an appropriate challenge to all pupils to ensure all children are able to make progress and move forwards with their learning.
- A positive behaviour system is in place across the whole of school to encourage children to make the right choices with recognition for this and to receive reflection time and appropriate consequences if their decisions are not appropriate.
- Where appropriate, children are given thinking and response time to enable them to consider their responses.
- Where appropriate, learning is broken down into smaller chunks to make it accessible.
- Where appropriate, children may have instructions repeated to them on an individual basis to ensure they have understood.
- Questioning is used appropriately to constantly assess children's understanding and next steps.

Wave 2 – Targeted support

Wave 2 may consist of:

- Children added to the SEND register for closer monitoring. In this case, a pupil profile will be put in place to monitor progress through target setting and identified provision.
- Small group support to further understanding, highlight misconceptions and aim to close the attainment gap.
- Targeted intervention to boost progress and close the attainment gap based on teacher assessments.
- Specific interventions such as precision teaching.
- Differentiated resources based on personal targets.
- Referral to Emotional Literacy Support Assistant (ELSA)
- Small group interventions to meet additional areas such as 0Drawing and Talking therapy and Theraplay.
- Referral to SALT services
- Referral and individual assessment from an external agency such as the learning support team or educational psychology.

Wave 3 – Specialist support

Wave 3 may consist of:

- Highly adapted activities and resources.
- Individualised planning and specific targets through the format of a SEND support plan if additional funding is received.
- Additional Assessments through BSquared to show the small steps of progress being made.
- Reviews with parents, external agencies and class teachers to review and set individualised targets and to address any areas in need of further support.
- Pockets of in class support provided by either the teacher or teaching assistant.
- Tailored provision, offering an alternative curriculum for children who cannot access their current curriculum/ provision.



Graduated Approach at Rise Park

Identification and Assessment

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

- Communication and Interaction, for example, Autism and Speech and Language (S&L) difficulties.
- Cognition and Learning, for example, dyslexia.
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties, epilepsy, developmental coordination disorder.
- Moderate/severe/profound and multiple learning difficulties.

Early identification is vital. The class teacher will inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

We will assess each pupil's current skills and levels of attainment and class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Widens the attainment gap.

This may include areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

To ensure that effective provision is in place the school follows the process of:



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



Outside agencies

As part of the Graduated Response, we may call on the support of external agencies. Depending on the child's greatest need and barrier, we will select the most appropriate agency. Often the process will begin with an observation or assessment of the child and/or a parent consultation to ensure there is a full picture of the child's needs in school and at home.

All outside agencies offer the following support;

- Observations
- Parent consultations
- Assessments
- Identifying barriers
- Support strategies
- Resources
- Training

Autism Team

Link Teacher: Leanne Thurman

Learning support

Link Teacher: Maxine Jones

Educational Psychologist

Linked Teacher: Vicki Gill

Additional Outside agencies include:

INClude team

Speech and language Therapist

Occupational Therapist

Physiotherapist

Continence team

School Nurse



Rise Park Primary and Nursery School
Head Teacher: Mrs Natasha Kelly B.Ed.Hons
Bestwood Park Drive West
Rise Park
Nottingham
NG5 5EL

Date

Dear Parent/Carer of ***,

Tel: 0115 915 3775
admin@risepark.nottingham.sch.uk
www.riseparkprimaryschool.co.uk

At Rise Park, we pride ourselves on supporting all children and ensuring that everyone can be included to enjoy their time at school.

We are required to inform parents when we are making special educational provision for their child. Special educational provision is outlined in the Special Educational Needs Code of Practice as provision that is different from or additional to that normally available to pupils of the same age.

It includes pupils who have been referred to external agencies or who may require different or additional support within the four broad areas of need. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Physical and/or Sensory Needs

Please be informed that special education provision is currently being made for your child and they are named on our Special Educational Needs and Disabilities (SEND) register. Our register is fluid and children can be added and removed as their needs change. You will be informed if and when your child is removed from the register.

If you have any questions, please speak to your child's class teacher in the first instance or myself if needed.

Your sincerely

Mrs Rachel Mee

SENCo and Inclusion Lead

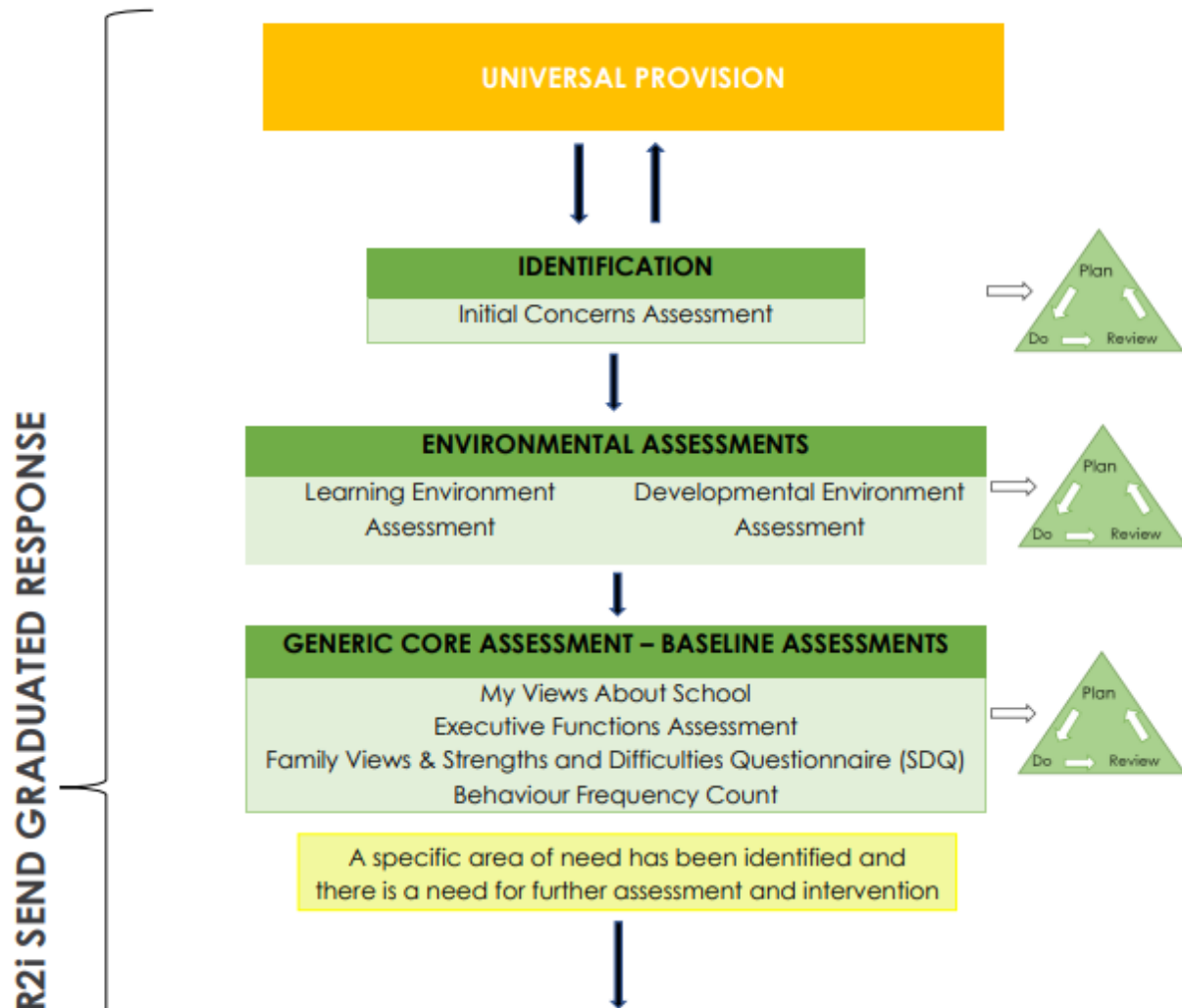




Routes to Inclusion (R2i)

At Rise Park we use R2i to support with identifying children's specific needs and to make action plans for next steps. The flow chart below shows the process that staff will follow when completing their assessments.



R2i SEND Graduated Response Toolkit





Domain specific assessments			
Cognition and Learning	Social, Emotional and Mental Health (SEMH)	Speech, Language and Communication (SLCN)	Family and Community
Reading/writing/ maths: <ul style="list-style-type: none">Motivation AssessmentSkills Assessments	Including functional behavioural analysis and assessments for emotional literacy, self-awareness, self-regulation, social skills and wellbeing and resilience. <i>Launching 2024</i>	<i>In development</i>	<i>In development</i>

Useful Special Educational Needs website links

The following websites may be useful to access for any additional support.

Autism spectrum Disorder Team 	https://www.autism-society.org/ Autism Team (Inclusive Education Service) https://twitter.com/city_autism https://www.facebook.com/nottinghamautism Home - Rainbowpcf
Learning support Team 	Learning Support Team (SEND Inclusion Support Services) Ask Lion - Nottingham City Directory https://twitter.com/nottingham_LST Advice and guidance for parents White Rose Education https://www.specialneedsjungle.com/distance-education-resources-for-children-and-young-people-with-send/ https://www.twinkl.co.uk/resources/inclusion-teaching-resources https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/free-online-learning-resources#Primary https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/free-online-learning-resources#EAL https://www.thriveapproach.com/resources/

<p>Behaviour, Social and Emotional Mental Health Team</p> 	<p>Be U Support Free Mental Health Service for Children and Young People</p> <p>https://www.verywellmind.com/social-and-emotional-development-in-early-childhood-2795106</p> <p>https://www.understood.org/en/learning-thinking-differences/signs-symptoms/age-by-age-learning-skills/social-and-emotional-skills-what-to-expect-at-different-ages</p> <p>http://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/social-skills-issues/understanding-childs-trouble-with-social-skills?_ul=1*kdo9gm*domain_userid*YW1wLUJQQkF6NTYya3UtS0hwME93RWtqbEE.</p>
<p>Educational psychology Team</p> 	<p>Educational Psychology Service Ask Lion - Nottingham City Directory</p> <p>https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/cypmhs-information-for-parents-and-carers/</p> <p>https://www.annafreud.org/parents-and-carers/</p> <p>https://www.youtube.com/channel/UCLhV-d1BFLFCLvCsgY8WlVA/videos</p>