



SEND Information Report – 2024/2025

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What is 'Special Educational Needs' (SEN) or a 'Disability'?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.' (Special Educational Needs Code of Practice, 2015)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

This Information Report provides information on what services children, young people and their families can expect and access from a range of local agencies, including Education, Health and Social Care.

What kind of Special Educational Needs does Cantrell Primary School make provision for?

Cantrell Primary School supports pupils with a wide range of needs including: Autistic Spectrum Disorder (ASD), Physical and Sensory needs including Visual and Hearing impairments, Specific Learning Difficulties including Dyslexia and Developmental Coordination Disorder (DCD), Global Learning Difficulties, ADHD, ADD and pupils with social, emotional and mental health needs. We also support pupils with long term medical needs such as Diabetes.

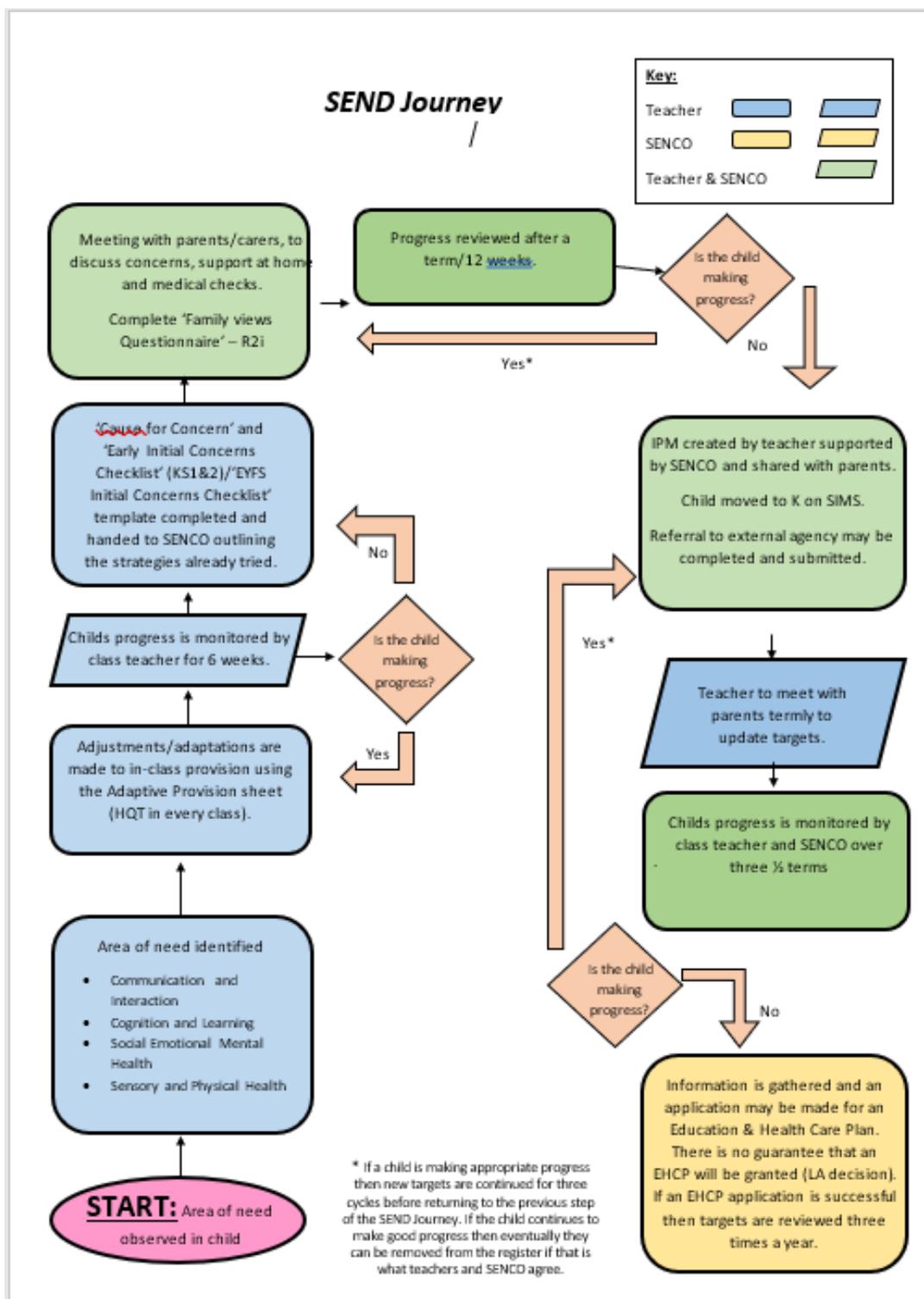
How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We acknowledge that all children are individuals and have different learning needs, some requiring additional support to help meet their needs or improve their learning. The SENDCo (Special Educational Needs and Disabilities Coordinator) coordinates the SEND provision throughout school liaising where necessary with parents, pupils, school staff and specialist advisers from the Local Authority and Health Service. When identifying children with SEND we follow the clear guidelines set out in the SEN Code of Practice 2015. Pupils who may need extra help are identified by gathering information from teachers,

parents and the pupils, education, health and care services to build a full picture of the pupil's needs prior to their entry into the school.

If a teacher feels a pupil may need extra time they will consult with the school SENDCo and the pupil's parents.

Staff at Cantrell Primary School follow the 'SEND Journey' flowchart, which describes the pathway from initial concerns through to making a request to the Local Authority for an Education, Health and care Plan (EHCP) and highlights which members of staff are responsible for each part of the process.



During the course of their time at Cantrell we continually monitor the progress of all pupils in order to aid the identification of pupils with SEND as they may arise through the school year. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential and enable the school to put in appropriate support and review its effectiveness.

If parents are concerned about their child they can either contact the class teacher or school SENDCo to make an appointment.

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

We have a system of reviewing our provision each term through Individual Provision Maps (IPMs) and meetings with Class Teachers and the SENDCo.

Teachers track pupil's progress and data is entered into a tracking document three times a year.

Similarly, interventions are monitored and assessed to ensure they are effective.

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

Parents are kept up to date with their child's progress through annual reviews (these are minuted and shared with parents), Parents' Evenings and an annual school report. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs with the class teacher and or SENDCo. We have an open-door policy and parents are encouraged to phone or come in to school whenever they have a question or concern.

At these meetings the pupil's needs and individual targets will be discussed, as well as how these can be supported both at school and at home.

If outside professionals are working with a pupil, they will sometimes be present at review meetings to offer support, or if this is not possible their views and recommendations will be requested to be presented to parents in a report.

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

At Cantrell Primary School we believe strongly that all children should be valued equally within a climate of warmth and support in which all pupils feel valued.

The school provides a broad and balanced curriculum for all children. The Early Years Foundation Curriculum and National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs, leading to requirements for particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children which enables them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs, either throughout or at any time during their school career, which could include learning, communication, physical or emotional difficulties. Curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, and teachers may adapt the curriculum and learning environment to ensure all pupils can access a varied and stimulating curriculum.

We strive to create a sense of community and belonging for all our pupils. We have an inclusion ethos with high expectations and appropriate targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Each child at Cantrell Primary School will be treated as a unique individual and we will consider all their needs and requirements.

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

Our curriculum is constantly being reviewed to ensure it is in line with the National Curriculum and meets the needs of our children. Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

Every child has individual targets.

All planning, both medium and short term, is adapted within each class. Curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, and teachers may adapt the curriculum and learning environment to ensure all pupils can access a varied and stimulating curriculum. This could be through adapted work, visual and practical learning, small group work, visual timetables and opportunities to develop positive self-esteem, independent learning, enabling children to exercise choice, involvement in decision making and problem solving. Some children have targeted support in class from a Teaching Assistant. Our Teaching Assistants have many areas of expertise and training and this can be deployed both in and out of the classroom with individual or small groups of pupils.

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

We hold two parents' evenings a year, where targets and support for pupils is discussed. If a child has been identified with more complex special educational needs, more frequent reviews are planned. These reviews allow for structured conversations to occur about the pupil and their current support, as well as the opportunity to discuss any changes.

School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, Educational Psychologist, Behaviour Support Team, School Nurse and specialist teacher advisors where and when appropriate.

In some cases, a child may benefit from an Education, Health and Care Plan. This plan will set out very specific support for a pupil.

How will my child be included in activities outside the school curriculum including trips?

At Cantrell Primary School we provide a wide variety of activities, visits and residential experiences. We value the benefit of education outside the classroom and believe that all pupils should have the opportunity to participate in these. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out which considers the needs of all children. Where necessary, we meet with parents/carers to discuss any additional support which may be required. We aim to ensure all children have the chance to be part of all activities whether inside or outside the classroom, with reasonable adjustments made where needed. No child is excluded from activities. If your child needs extra support to take part in activities, including residential activities, the school will cater for this as best as it can.

What support is there for my child's overall well-being?

We have a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount, reinforced by the whole school values. All staff have a responsibility for their pupils' overall well-being and this is supported within the classroom through the RSHE (Relationships, Social and Health Education) curriculum, as well as through assembly themes and themed days.

The social and emotional well-being of all our pupils is a priority. Where appropriate, plans are put in place to support a child's well-being following consultation with pupils and their parents/carers. We follow

guidance from trained health professionals to meet additional health, medical and personal care needs of individual children.

We work closely with medical practitioners if a child has a health need and will discuss with parents a Health Care Plan and administration of any prescribed medication. Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.

We work with the School Nurse Service, which provides support for individual pupils with differing needs where required.

We also work closely with Social Care when appropriate.

If a pupil is identified as having specific well-being issues, staff or parents are able to refer to our School Counselling Service. For younger pupils, we are able to refer to external services, such as CAMHS (Children and Adolescent Mental Health Services) and MHST (Mental Health Support Team).

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

At Cantrell Primary School we have undertaken a wide variety of SEND training both as whole staff and as individuals. Some of this training has been delivered by external agencies and other training has been delivered in house. We aim to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends the annual SENDCo conference organised by the Local Authority. Teaching Assistants can access LA training put in place to develop their training needs and that of the school.

All of our teachers are qualified and continue to access further training.

Our Teaching Assistants also have a range of expertise.

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

The school makes use of external services, based on the needs of the child in question. We work with the following services as and when is necessary:

The Educational Psychology Service (EPS)

Autism Support Team (AST)

Learning Support Team (LST)

Hearing Impairment Team (HI Team)

Visually Impaired Team (VI Team)

Therapists including those for Speech and Language (SALT), Occupational (OT) and Physiotherapy (PT)

Health Services including School Nurse, Paediatricians, Health Visitors and Child and Adult Mental Health services (CAMHS)

School Counselling Service

Social Care and Early Help Support Service – via a MASH (Multi-Agency Safeguarding Hub) referral

Other services and expertise are contacted when required to provide and involve the appropriate support for all pupils.

Parents/carers are part of the discussion around referring for additional support from other agencies and are kept informed about the outcomes of that involvement.

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

Cantrell Primary School is a single storey building and provides good access for pupils with mobility difficulties and wheelchair users when required.

The school has a range of specialist SEN facilities in place. These are:

Physical Environments: e.g. Disabled access, ramps, handrails, toilet and personal care facilities for pupils with physical disabilities.

Increased access to the curriculum and assistance during examinations, e.g. pupils who meet the criteria for extra time, a scribe, reader or prompter will have access to these arrangements during assessments.

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

Cantrell Primary School believes that a close working relationship with parents is vital to enable early and accurate identification and assessment of SEND leading to the correct intervention and provision.

The school follows the graduated response to identifying and supporting children with SEN as outlined in the SEN Code of Practice 2015. We are continually assessing, planning, implementing and reviewing our approach to teaching all children (see the 'SEND Journey' flowchart).

Parents are kept up to date with their child's progress through annual reviews, Parents' Evenings and an annual full school report. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs with the class teacher and / or SENDCo. We have an open-door policy and parents are encouraged to phone or come in to school whenever they have a question or concern. Whilst we appreciate that some of our parents work, and making contact is trickier, we can offer telephone or face-to-face meetings via Microsoft Teams in order to answer concerns or questions.

At these meetings parents are encouraged to share their views ('parents view' forms are sent out alongside the meeting invitation) the pupil's needs and individual targets will be discussed, as well as how these can be supported both at school and home. Guidance on how parents and carers can help their child achieve the targets are also given.

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

At Cantrell Primary School we believe it is important to involve pupils themselves in planning and in any decision making that affects them. We actively encourage all children to participate fully in all aspects of school life. This will be part of the review process, giving the pupils the time to share their views about their progress and the provision in place to meet their needs. If appropriate, pupils may be invited to part of their annual review to share their views and celebrate their achievements. Whilst we acknowledge that some pupils will find this difficult, we are able to offer alternative ways for them to contribute their views including: using visual pictures to support their understanding, working with a trusted adult to use small world play or pictures to support them to communicate their views.

Cantrell Primary School encourages the inclusion of all children in the School Council and other consultation groups. Pupils with SEND are always included in decisions that are made within the classroom or with their peers.

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

If a parent or carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher and or the SENDCo.

If you still have concerns then the Head teacher should be contacted.

In the unlikely event that a concern is not resolved then the Chair of Governors should be contacted, as per the Complaints Policy.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

We work closely with the following to support pupils' needs: Social Care, School Nurse, Community Paediatrician, Physiotherapy, Occupational Therapy, The Sensory Team, Early Help Support Services and Targeted Support Team, etc (as detailed above).

The school consults health service professionals when needed.

The SEND Governor meets regularly with the SENDCo to discuss SEN matters including support received in school, and all governors are kept informed of outside agencies that come in to school through the Head Teacher's termly report.

How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

There are many voluntary organisations supporting SEND, the SENCO will make these known to parents as need arises. 'Ask Lion' (the Nottingham City Local Offer website which supports families with children with additional needs) is one place where families can access information regarding charities and organisations who are designated to support their children's needs. Information can be found from the following link: <https://www.asklion.co.uk>

How will the school prepare my child/young person to:

a) Join the school setting?

Transfer to a new school or setting can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEND an additional transition plan may be put in place. This will generally include early discussions with the parent/carers, the setting they are coming from and any existing agencies which are providing existing support.

Prior to all pupils joining Cantrell Primary School a transition timetable is followed. This includes visits to the school, staff from our school meeting with pupils before they arrive and/or our staff attending review meetings for specific children that occur in the summer term before transition. Pupils with specific needs have additional visits to allow them to get to know the layout, timetable and staff before they attend the school. A transition book or social story may be written for the child to use at home, this may include photographs of the building, adults working with the child and key times of the school day.

b) Transition into new classes?

The existing class teacher meets with the new class teacher several times to hand over information about their pupils. This information includes: any given diagnosis or assessment pathways that the pupil is on, what the strengths and difficulties are for each pupil, successful strategies used, current targets, interventions that have been implemented and their outcomes, any external agencies that are involved, etc.

Pupils with specific needs may have additional visits to their new classroom where opportunities are taken to get to know the layout and staff before they begin the next academic year. A transition book or social story may be written for the child to use at home during the summer holiday in preparation for their return to school.

Alongside parents evenings and the annual SEND Review, the SENDCo may feel it is appropriate for an additional transition review to be held involving parents/carers, class teacher, receiving class teacher and any other relevant professionals. This gives the SENDCo the opportunity to ensure a smooth transition to the new class

c) Transfer between phases of education?

Transition KS2 – KS3

The SENDCo meets with the SENDCo from the new school prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo at this meeting. If necessary the SENDCo will arrange a further meeting (involving parents, receiving SENDCo and other relevant professionals) and a transition programme will be put in place, where appropriate, to ensure a smooth transition from KS2 to KS3.

Teachers of pupils joining from other schools during the year will receive information from the previous school; if there is a SEND issue the SENDCo will contact the school to further discuss the pupil's needs and strategies that work with the pupil.

d) Prepare for adulthood and independent living?

In school we aim to prepare all children for adulthood and develop independence to take a full and active part in society.

Where can I access further information?

Further information can be accessed from SEND policy on the school's website:

[Cantrell Primary and Nursery School - SEND Information](#)