



SEND Information Report

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions.

The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

Our Vision:

At Greasley Beauvale Primary and Nursery School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum**. **We take notice of each other** and **strive to be healthy and happy in body and mind**. We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together**.

*At Greasley Beauvale Primary School, you **"Learn. Grow. Succeed."***

This latest update of this policy was updated in July 2026. The Full Governing Body approved it remotely through the National College.

Nominated SLT member responsible for policy: Emily Clarke

Next review date: July 2027

Signed: _____ (Chair) Date: _____

Special Educational Needs and Disability Information Report

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1. Who is who

Mrs Emily Clarke	SENDCo
Mrs Michelle Bates	Head Teacher
Mrs Rachel Bailey	Deputy Head Teacher, Behaviour Team
Mrs Pam Barrowcliffe	Behaviour Team
Mrs Tracy Salisbury	Attendance Lead
Ms Amy McGarry-Thickitt	SEND Governor

2. Contact details

The designated person for the co-ordination of SEND is Mrs Emily Clarke, SENDCo

Telephone: 01773712128

E-mail: eclarke@greasley.notts.sch.uk

The designated governor for SEND is Ms Amy McGarry-Thickitt. Should you wish to contact Ms McGarry-Thickitt, please call the school office.

3. The kinds of SEN that are provided for

We are a mainstream primary and nursery school and provide SEND provision for children of primary school age (3-11), supporting children with a wide range of needs.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- **Communication and Interaction:** Children with difficulties in speech, language, and social communication, including those with autism spectrum conditions.
- **Cognition and Learning:** Children who learn at a slower pace than peers, even with appropriate support, including those with dyslexia, dyscalculia, and dyspraxia.
- **Social, Emotional and Mental Health (SEMH):** Children who experience challenges with emotional regulation, mental health, or behaviour, including ADHD, attachment difficulties, and trauma.
- **Sensory and/or Physical Needs:** Children with visual or hearing impairments, physical disabilities, or medical conditions such as epilepsy.

4. Identification of and assessing SEN

We know that identifying needs early and putting the right support in place makes a big difference to long-term outcomes. To understand each child's needs, we gather information from previous settings, parents, professionals, and the child themselves, alongside our own assessments.

Assessing need prior to joining our school:

Starting a new school is a big step, and we're here to make it as smooth and positive as possible for your child and family.

We want every child to feel happy and supported when joining our school. Here's how we make that happen:

- **Working Together:** We work closely with outside agencies and other settings to create a transition plan that meets your child's individual needs.
- **Sharing Information:** Important details about your child's needs are shared so that the right support is in place from day one.
- **Admissions Process:** If your child joins us in EYFS, KS1 or KS2, we follow our admissions policy to make sure we can meet their needs before they start.
- **Visits and Conversations:** Parents and children are warmly invited to visit the school and talk through any questions or concerns.
- **Extended Transition Plans:** If needed, we can arrange an extended transition plan to help your child settle in successfully.
- **Ongoing Support:** Our commitment doesn't stop at transition. We regularly review your child's progress and adapt support as needed to ensure they thrive.

Assessing need throughout the school year:

We regularly check every child's progress to make sure they are getting the support they need. If a child may require extra help, class teachers look at progress in learning and other areas, such as social development. We consider whether progress:

- is significantly slower than that of their peers starting from the same baseline;
- does not match or improve on the child's previous rate of progress;
- does not close the gap between the child and their peers;
- widens the gap between the child and their peers.

5. What to do if you think that your child has special education needs

In line with the school's **SEND referral journey**, if you have concerns about your child's learning or development, please speak to their class teacher first. The teacher will monitor your child for 1–2 weeks and try strategies to support them.

If concerns remain, we will arrange an **Initial Concern Meeting** with you (and include your child's views) to discuss:

- Current concerns and observations
- Desired outcomes and expected progress
- Your views and your child's wishes

We may use specialist assessments to understand your child's needs better, such as:

- BSquared assessments
- Dyslexia Screening
- Phonics checks
- Sensory checklists
- Boxall Profiles
- AET Framework
- Other assessments recommended by professionals

These conversations make sure that:

- Everyone understands your child's strengths and difficulties
- Your concerns are taken into account
- Agreed outcomes are clear and linked to our graduated approach (**Waves of Intervention**)
- Next steps are understood

We will review progress within eight weeks to evaluate the impact of the agreed provision. After this review, we will decide whether further support from the SENDCo is needed or if the initial concern can be closed.

If your child requires SEND support, we will formally notify you. Where outside agencies are involved, you will be informed and invited to meetings where appropriate.

6. Consulting with parents and children

We believe that working together is key to supporting every child. Here's how we involve parents and children:

- **Termly Parent Evenings:** Extra time is given to review the provision for children on our SEND register, linked to their provision and accountability map.
- **Ongoing Communication:** Class teachers are available to discuss progress or concerns at any time. Sharing what works well at home and school helps maintain a consistent approach.
- **Graduated Response:** If the class teacher cannot resolve your concerns, the next step is to involve the SENDCo for further advice and support. This ensures that help is provided at the right level and escalated when needed.

All children are listened to and their views are valued. We use a range of methods to gather feedback from children with SEND, including:

- **One-to-one conversations** with teachers or teaching assistants
- **Simple questionnaires or surveys** using smiley faces or traffic-light systems
- **Visual choice boards** for non-verbal communication
- **Drawing or mind maps** to express feelings and ideas
- **Pupil voice sheets** with prompts like "What helps me learn?" or "What I find tricky"
- **Digital tools** (e.g., tablets with interactive forms) for children who prefer technology

Before review meetings, we gather the child's views (verbally or non-verbally). Children may attend part or all of the meeting to share their perspective and agree next steps.

Children with an EHCP are included in their annual review in a way that suits their needs best. At the end of each academic year, children can also add a comment to their school report.

7. Assessing and reviewing progress

Once a child has been identified with SEND, the school will employ a graduated approach to meeting the child's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** documented on a provision map (Appendix 3)

The process is as follows:

- **Assess:** Establish a clear understanding of the child's needs.
- **Plan:** Agree on adjustments, interventions, and expected impact, with a review date.
- **Do:** Implement the agreed support.
- **Review:** Evaluate effectiveness and impact on progress.

Provision maps will be reviewed with parents and children termly.

Assessments may vary depending on need, area of learning and age of the child, but can include any of the following:

- observations
- BSquared
- written tests
- intuitive assessments such as those used on Lexia and TTRockstars
- those carried out by other professionals such as speech and language and occupational therapy

8. Evaluating the effectiveness of provision

The class teacher will carry out a clear analysis of the child's needs, in consultation with the SENDCo or Family SENDCo as appropriate. This will draw on:

- the teacher's assessment and experience of the child;
- their previous progress and attainment and behaviour;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the child's own views;
- advice from external support services, if relevant.

The assessment will be reviewed with parents and children termly and more regularly, where appropriate.

9. Our approach to teaching children with special education needs

At Greasley Beauvale Primary and Nursery School, we aim to deliver a creative, stimulating, and exciting curriculum that engages all children and meets a variety of learning styles and needs. Wherever possible, children with SEND learn alongside their peers in the classroom.

Quality First Teaching is always our starting point. This includes:

- Revisiting prior learning in lessons
- Using thinking routines and guided practice
- Providing enabling resources
- Adapting the curriculum and making reasonable adjustments so every child can access learning

SENDCo and Curriculum Planning

Alongside our curriculum lead, the SENDCo is actively involved in curriculum planning to ensure that adaptations and support strategies are embedded across subjects.

Thinking Schools Approach

We use a Thinking Schools approach to teaching and learning because it benefits children with SEND by:

- Providing **clear and visual thinking tools** (like Thinking Frames) to help children organise ideas and process information
- Building **independence and confidence** through metacognitive strategies
- Offering **consistency and structure** across all subjects, reducing anxiety for children who need predictable routines
- Supporting **communication** with visual aids and structured questioning
- Being **flexible and inclusive**, adapting strategies for different needs
- Linking to **pre- and post-teaching sessions** to prepare children for new learning and reinforce key concepts

Responsive Support

- **Pre- and Post-Teaching:** Targeted sessions before and after lessons to address gaps and prepare children for new learning
- **Planned Learning Groups:** Carefully considered groupings within the class to provide peer support and differentiated teaching
- **Personalised Curriculums:** Where needed, personalised learning plans are created and aligned with the mainstream curriculum wherever possible, ensuring inclusion and progression

Additional Support

If a child needs more than classroom support, we offer:

- Small group interventions
- Targeted support programmes
- Access to our SEMH (Social, Emotional and Mental Health) support offer

If a child is not working within their key stage curriculum, their learning will focus on:

- Targets linked to their BSquared profile
- Social and emotional needs linked to their Boxall profile
- Interests and engagement using the Engagement Mode

10. Training that staff have had

We make sure all staff are kept up to date with the latest training and best practice to support children with SEND. Our SENDCo attends specialist courses and local Family SEND meetings and also arranges or signposts relevant training for teachers and support staff.

Training is planned with the senior leadership team to match school priorities and the needs identified through provision management.

All staff receive safeguarding training when they join the school, and this is refreshed every year.

Recent training for staff has included:

- Anxiety interventions (CAMHS)
- Mental Health First Aid
- Phonics interventions
- Epilepsy awareness and administration of Buccal Midazolam
- ELSA (Emotional Literacy Support Assistant)
- Autism Progression Framework
- ABI (Acquired Brain Injury) awareness
- Supporting children with dyslexic traits
- Zones of Regulation
- Autism and masking in girls
- Makaton
- Supporting children with Down Syndrome
- Interoception curriculum
- Supporting children with visual or hearing impairments
- Using signs and symbols to communicate

11. Engaging in activities with peers

We want every child to enjoy the full range of experiences at school. All our extra-curricular activities and school visits are open to all children, including before- and after-school clubs.

Children are encouraged to take part in residential trips, sports day, school plays, and special workshops or events.

For every school visit, we complete risk assessments and make sure any additional needs are considered. This may include:

- Choosing suitable groupings
- Adjusting adult-to-child ratios

- Making reasonable adaptations to ensure safety and inclusion

We always listen to the views of parents and children when planning participation in activities.

For more details, please see our **Accessibility Plan, Equality Policy, and Admissions Policy** on the school website.

12.SEMH provision

We believe every child deserves an education that helps them achieve their best, feel confident, and prepare for a successful future. Children's health and wellbeing are at the heart of everything we do.

All staff share responsibility for supporting wellbeing. This starts in the classroom through our PSHE and RSHE curriculum, assemblies, and themed days, where children learn about positive relationships, self-esteem, and teamwork.

In addition to this, we offer a range of targeted SEMH support, including:

- **ELSA (Emotional Literacy Support Assistant)** sessions
- **Drawing and Talking** therapy
- **Sensory room time**
- **LEGO Therapy**
- **A relational approach to behaviour**
- **Brain breaks** and **sensory circuits**
- **Meet and Greet** sessions for a positive start to the day
- **Referrals to Mental Health Support Teams (MHST)** for specialist help
- These strategies help children feel safe, understood, and ready to learn.

13.What to do if you have a complaint

The first point of contact for a parent to discuss general concerns should be the class teacher.

If a parent still has concerns, then the SENDCo would be the next point of contact followed by the Headteacher.

If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure set out in the school policy which can be found on our school website.

14.What is The SEND local offer?

The SEND Local Offer brings together helpful information for children and young people with special educational needs and disabilities (SEND), from birth to 25 years, and their families.

All the information is available on one website, making it easy to search for services in your community and across Nottinghamshire. This includes:

- **Education:** Nurseries, playgroups, schools, colleges, and support services like educational psychologists and early intervention teams.
- **Health:** GPs, school nurses, therapists, and mental health support.
- **Social Care:** Respite services and children's disability services.

You can also find support from charities and voluntary groups, as well as private providers.

The Local Offer is more than a directory—it's a source of advice and guidance. For example, you can learn about Education, Health and Care (EHC) Plans, support for SEND in schools, and preparing for adulthood.

15. How to access the SEND local offer

You can access the SEND Local Offer on any device—smartphone, tablet, laptop, or desktop.

Simply type "**Notts Local Offer**" into a search engine like Google or go directly to: **www.nottinghamshire.sendlocaloffer.org.uk**

If you don't have easy access to the internet:

- **Call Nottinghamshire County Council's Customer Services Team on 01623 677 200**
- **Email:** ask@inspireculture.org.uk
- **Visit your local library** in Nottinghamshire to use a public computer and get support.

The Local Offer website contains information about education, health, social care, and community services for children and young people with SEND from birth to 25 years.