

Special educational needs (SEND) information report

Berry Hill Primary School and Nursery

July 2025



Contents

1. What types of SEN does the school provide for?
2. Which staff will support my child, and what training have they had?
3. What should I do if I think my child has SEN?
4. How will the school know if my child needs SEN support?
5. How will the school measure my child's progress?
6. How will I be involved in decisions made about my child's education?
7. How will my child be involved in decisions made about their education?
8. How will the school adapt its teaching for my child?
9. How will the school evaluate whether the support in place is helping my child?
10. How will the school resources be secured for my child?
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?
13. How does the school support pupils with disabilities?
14. How will the school support my child's mental health and emotional and social development?
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
16. What support is in place for looked-after and previously looked-after children with SEN?
17. What should I do if I have a complaint about my child's SEN support?
18. What support is available for me and my family?
19. Glossary

1. What types of SEN does the school provide for?

Our school provides for pupils with needs across the four areas of SEND described within the SEND Code of Practice. These include needs within communication and interaction, physical or sensory needs, learning and cognition and social, emotional and mental health.

2. Which staff will support my child, and what training have they had?

SENCo

Our SENCO is Miss L Smith.

Miss Smith has over 23 years experience in this role and has worked as SENCo in both Nottingham and Nottinghamshire. They are a qualified teacher. They achieved the National Award in Special Educational Needs Co-ordination in 2023. They are also a member of the DSL team.

Class/subject teachers

All of our teachers receive relevant SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Staff also access external support and training as needed. Training is reviewed and planned to meet changing needs of pupils.

Teaching assistants (TAs)/Keyworkers/Carers

We have a team of TAs, keyworkers and care assistants who are trained to deliver SEN provision, and to support pupil needs.

We have teaching assistants who are trained to deliver interventions such as Little Wandle phonics, Funfit, Drawing and talking – and at Berry Hill, we offer a range of interventions across the four areas of need, which are detailed in our Whole School Provision Map (available on request).

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include but are not limited to:

Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

Healthy Family Team

Physiotherapists

ICT specialists

Local Authority specialist services

Child and adolescent mental health services (CAMHS)

Social services and other LA-provided support services

Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher, by speaking with them, through the school office or in a termly parent's meeting.

They will pass the message on to our SENCO, Miss L Smith, and next steps will be discussed.

You can also contact the SENCO directly through office@berryhill.notts.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include through marking, assessments, observations. These pupils will be highlighted and discussed in Pupil Progress meetings termly.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s,

to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you twice a year in Parents evening. For pupils on the SEND register, there are termly meetings to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress
Identify what we will do, what we will ask you to do, and what we will ask your
child to do

The SENCO will also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and stage. Key staff support pupils to capture their views and wishes termly before review meetings. The SENCO also completes Pupil voice activities through the school year.

We also have pupil representatives for the Nottinghamshire Communication and Interaction Team ASD Pupil panel, and a small group of pupils who promote Dyslexia awareness.

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'One size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teaching assistants will support pupils on a one to one where appropriate

Teaching assistants will support pupils in small groups when appropriate.

Our class provision maps record the interventions in place and these are reviewed termly. This information can be available on request, but will be shared with you in parent's evenings.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

Reviewing their progress towards curriculum benchmarks.

Reviewing progress towards their individual outcomes each term.

Reviewing the impact of interventions after an appropriate number of weeks.

Using pupil voice.

Monitoring by the SENCO (lesson observations, book looks, planning looks).

Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through the SEND Family group.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We aim to make reasonable adjustments to all of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

We aim to make reasonable adjustments to ensure all pupils are encouraged and supported to go on our school trips, including our residential trips.

We aim to make reasonable adjustments to ensure all pupils are encouraged and supported to participate in the full range of wider opportunities offered to non-SEND pupils.

We will make whatever reasonable adjustments are needed to make sure that they can be included, or may offer alternative options which are more appropriate to needs.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admissions procedure information can be found on our school website. We follow Nottinghamshire County Council Admissions procedures.

We welcome visits from parents of potential pupils.

13. How does the school support pupils with disabilities?

At Berry Hill, we have both accessibility plans and Equality statement and objectives which support pupils with disabilities alongside the SEND policy and procedures. These can be found on the school website.

The Accessibility plan details steps planned to increase the extent to which disabled pupils can participate in the curriculum, to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide and to improve the availability of accessible information to disabled pupils.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the pupil voice groups.

Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships.

We provide extra pastoral support for listening to the views of pupils with SEN by involving them in termly Pupil profiling, using visuals, using known staff.

We run a nurture lunch provision for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

Ask both the current teacher and the next year's teacher to attend transition meeting of the year when the pupil's SEN is discussed

Schedule lessons with the incoming teacher towards the end of the summer term

Support bespoke packages for identified pupils

Send photos and information home to support

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

Practising with a secondary school timetable

Learning how to get organised independently

Plugging any gaps in knowledge

Between phases (for secondary schools)

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Trenowden is the designated teacher for looked-after children and previously looked-after children here.

Both Mr Trenowden and Miss Smith are also members of the DSL Team and Senior Leaders, and the team work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Concerns or complaints about SEN provision in our school should be made to the school office in the first instance for the attention of SENCo. If concerns cannot be resolved, parents will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission

- Exclusion

- Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Nottinghamshire's local offer. Nottinghamshire publishes information about the local offer on their website:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Local charities that offer information and support to families of children with SEND are:

<https://spectrumwasp.org/>

National charities that offer information and support to families of children with SEND are:

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

