Edwalton Primary School

SEND Information Report

2026-2027



Aims of this report:

At Edwalton, we believe every child deserves the right support to thrive. This report explains how we help children with special educational needs and disabilities (SEND) in our school. It's here to give you clear, honest information about the support we offer, how we work with families, and how we make sure every child feels included, valued, and successful—both in school and beyond.

Our Curriculum Vision Statement

At Edwalton Primary School, our school vision is "Excellence at Edwalton." We strive for excellence in everything we do. This is embodied with our curriculum which is structured to prepare our children to be compassionate citizens of our world, valuing the local context and community.



At Edwalton our curriculum encompasses our school values and provides children with an ambitious high-quality education. Our school values of **Empathy, Perseverance and Stewardship** thread through many experiential learning opportunities. We utilise our unique setting and therefore, make full use of our woods and farm whenever possible and appropriate to maximise learning. We consider our contextual locality and plan activities around social equity to reflect the diverse context of our school. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a legacy.

Edwalton's vision statement is inclusive of all, including our children with special educational needs. We strive to provide our children with a high-quality education and experiences that supports and develops the whole child. We are committed to providing opportunities that enables all children to achieve and experience success every day that will not only ensure they are secondary ready, but ready for life in what will be their modern-day Britain.

Our curriculum is adapted and made accessible for all children at Edwalton Primary School regardless of any SEN and Disabilities. Our curriculum is '**ALIVE'** and promotes a love of learning. It is broad and balanced, rich and varied, and offers our pupils a learning journey that ensures they develop the knowledge, skills, experiences, attitudes and beliefs to become confident and passionate future citizens of the world.

What kinds of special educational needs does the school make provision for?

Edwalton Primary School is a mainstream primary school which caters for children with a wide range of needs. This includes pupils with identified special educational needs and those who have a specific medical need or disability. Staff know our children, their background, their needs, achievements, social contexts and individual journeys and this enables a personalised approach to learning, stretching beyond the classroom. Special Educational Needs and Disabilities (SEND) and Inclusion at Edwalton Primary School are always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND Policy.

Meet the Edwalton Primary School Inclusion Team

Our school is committed to ensuring that all staff are provided with the opportunities to enable them to support children with a range of specific needs. The SEND team attend relevant courses, meetings and external training to support this.



Mr Graney is the Headteacher and Senior Designated Safeguarding Lead. He oversees the provision for children with SEND.



Mrs Soulsby is the Deputy Headteacher, who also leads Pupil Premium and Behaviour.



Miss Jackson is the Inclusion Lead and SENDCo in school. She has responsibility for co-ordinating the provision for all children in the school who have Special Educational Needs or Disabilities. Miss Jackson is also a DSL (Designated Safeguarding Lead) and leads EAL.



Mrs Gilbert is the Assistant SENDCo and DSL. She is also an ELSA (Emotional Literacy Support Assistant). She works 1:1 or with small groups to provide emotional support and tailored interventions.



Miss Sadiq teaches in our Enhanced Provision Hub 'The Grove.'

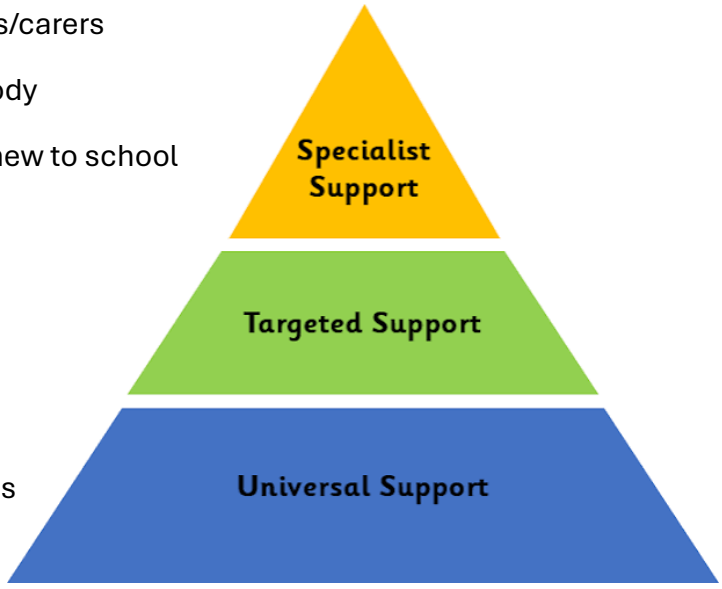


Miss Pert is an ELSA (Emotional Literacy Support Assistant). She works 1:1 or with small groups to provide emotional support and tailored interventions.

How do we identify children with SEND?

Some children will enter school with identified needs, however for others, their needs do not become fully apparent until they enter or progress through our school. Class teachers will make regular assessments of progress for all pupils and during this process will identify children whose progress and attainment is becoming a cause for concern. They will identify children who are working below the expected standard for their age across the four main areas of need. This is through:

- Regular communication with parents/carers
- Regular communication as a staff body
- Transition meetings when a child is new to school
- Pupil progress meetings
- Data analysis
- Learning walks
- Book looks
- Pupil, staff and parent questionnaires



SEND | Inclusion
School Graduated Approach

Concerns are Identified

- Parental concerns
- Limited progress evidenced
- Previous setting
- Other professionals raise concerns
- Pupil progress meetings
- Staff concerns
- Child exhibits challenging behaviour
- Pupil struggles to access whole class learning

Assess, plan, do, review 1

Class teacher to follow the assess, plan, do, review cycle:
Class teacher to monitor and assess the child
Use AFL to assess the broad area of need and teacher to make adaptations to learning (using the QFT document and curriculum adaptations and the toolkit)
If EAL, consult the Bell Foundation for strategies and ask parents about home language
Plan for and use appropriate scaffolds in lessons
Talk to the child and family about their needs and support
Inform the SEND team of the actions that you are taking

Assess progress & effectiveness of the adaptations

Child is making good progress
Behaviour/engagement improves

Child's progress/engagement/behaviour continues to be a cause for concern

Class teacher to continue with assess, plan, do review 2/3
Class teacher to complete a formal 'concern' form and child is added to MaC register
Class teacher to speak to parents (with SENDCo if needed)
Discussion with child around strategies in place and what works for them
Provision mapping used to plan appropriate intervention and/or support
SEND team to complete an observation to offer further strategies if required
Review the effectiveness of the provision.

Child is making expected progress and/or behaviour improves
No longer a cause for concern
(remove from MaC after 2 terms)

Limited or no progress seen towards targets.

Child is making some progress but further adaptation needed
(max 2 terms)

Continue to monitor the child in class and adapt teaching and learning using appropriate scaffolds, HQFT strategies and curriculum adaptations

Child is entered on to the SEND register (parents informed)
Teacher completes a SEND support plan based around primary area of need which is quality assured by the SENDCo
Provision is reviewed and targets set with parents at least termly
SENDCo to refer to outside agencies as appropriate

What is our approach to teaching children with SEND?

Teachers are responsible and accountable for the progress and development of all children in their class and therefore inclusive high-quality first teaching and learning for all children is our first step in responding to pupils who have SEND. This will be adapted for individual children to enable them to access the curriculum alongside their peers.

We will make the following adaptations to ensure all children's needs are met by:

- Scaffolding our daily provision to ensure that all children are supported to access the curriculum alongside their peers, for example, by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our teaching, resources and staffing. All staff have a copy of and refer to a document entitled 'High Quality First Teaching Adaptations for SEND' which contains strategies to support children in the classroom under the four areas of need. There are also documents to support more specific adaptations in each of the individual subject areas.

Additional Interventions and Support

Where it is identified that a child needs something additional to adaptations made in the classroom, we also provide additional interventions such as:



- Additional Little Wandle sessions for phonics
- B-squared interventions
- Attention Autism
- Individual Speech and Language Therapy programmes (SALT)
- Sensory circuits
- ELS (Emotional Literacy Support Assistant)
- Reading interventions
- Pre-teach/post teach Maths interventions
- Additional support is provided at break and lunch times, for those pupils who find the unstructured parts of the day difficult.

How We Adapt Our Curriculum and Environment for Children with SEND

At Edwalton, we believe every child should be able to access learning in a way that works for them. As a mainstream school, we adapt our curriculum and environments to meet the needs of all learners, including those with SEND. This means using different teaching strategies, resources, and support to help children take part in lessons, feel

included, and make progress alongside their peers. We make sure that every child feels safe, supported, and able to succeed.

Assessment and Reviews - How do we know that the support in place is working?

We evaluate the effectiveness of provision for children with SEND through:

- Reviewing children's progress towards the outcomes on their pupil profiles
- Holding termly reviews with parents
- Reviewing the impact of interventions on a regular basis
- Listening to and capturing the child's own voice and involving them in their reviews where appropriate
- Regular monitoring by SENDCo by visiting children in classes, speaking to staff and children and looking through the children's books
- Consulting with and taking feedback from outside agencies
- Holding annual reviews for pupils with EHC plans

For those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems:

Cognition and Learning	Communication and interaction	Social, Emotional and Mental Health	Sensory and Physical
B-Squared Progression Steps B-Squared Early Steps	B-Squared Autism Steps B-Squared Engagement Steps	B-Squared SEMH Steps Boxall	Sensory checklists

Education Health Care Plans (EHCP) – How are these reviewed at Edwalton?

At Edwalton, we follow best practice guidance from the SEND Code of Practice to review children's progress towards their EHCP targets. This ensures every child receives the right support to thrive. Here's how we do it:

- We hold a formal Annual Review every year (or every 6 months for children under 5).
- We meet with parents/carers, children, and professionals to reflect on progress and plan next steps.
- We listen to the child's views and the family's experiences, your voice matters.
- We check if the support in place is still right and update the EHCP if needed.

- We set new short-term targets and agree to how we'll work together to help your child achieve them.

This process helps us make sure every child with an EHCP is getting the right support to thrive both now and in the future.

How do we work with parents and carers?

When a child's progress in any aspect of their development becomes a cause for concern, we will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:



- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes for the child and what the next steps are.

We will notify parents and carers when it is decided that a pupil will receive SEND support and parents will receive a copy of the SEND support plan detailing their child's provision. This will formally outline the support the child is receiving and will include:

- The child's current assessments
- Their identified barriers and strategies to address these
- The child's own views
- A clear outline of the provision for the child and the intended and measurable outcomes.

Parents then continue to be included at every step of their child's journey through regular (at least termly) reviews of the support in place.

Working with our Children

We believe that every child's voice matters. At Edwalton, we make sure children with SEND are involved in their education by:

- Talking with them about what helps them learn best.
- Including them in planning their support and learning journey.
- Involving them in review meetings so they can share what's working and what's not.
- Listening carefully to their thoughts, feelings, and ideas—because they know themselves best.

This helps us build a learning experience that's right for each child and makes sure they feel heard, respected, and supported.

Inclusive Opportunities for All in the Wider Curriculum

At Edwalton, we believe every child should be able to take part in the full life of our school. Children with SEND are actively encouraged and supported to join in with everything we offer, including:

- Specialist sports clubs and coaching during the school day e.g. Notts County and monthly dance workshops
- School trips, visits, and residentials
- Opportunities to represent the school in events like debate competitions or sports tournaments



There are also opportunities for:

- School council and pupil voice groups
- Assemblies and performances
- Celebrations, themed days, and enrichment weeks
- Community events and charity fundraising

Staff Training and Expertise

At Edwalton Primary School, we are committed to making sure all staff have the knowledge and skills they need to support children with SEND effectively. The Inclusion Team is committed to ensuring that all staff are provided with opportunities to enable them to support children with a range of specific needs. As a child joins the school or new class, specific training is put in place to ensure that the child's needs can be met. The SENDCo attends relevant SEND courses, SENDCo Network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues.

The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities. Training can be made available for whole staff or specific groups, such as governors, midday staff, support staff. This can be accessed through the Local Authority, the Academies chain or through in-house training. Edwalton is part of the Flying High Partnership.

This ongoing professional development helps us stay up to date with the latest research and best practice, so we can provide the right support for every child, every day.

Working with Support Services

At Edwalton Primary School, we know that supporting children with SEND is a team effort. That's why we work closely with a range of professionals and services to make sure every child and their family gets the help they need.

- We involve external specialists to better understand and meet each child's needs.
- We work with services that support families, offering guidance and practical help.
- We access expert advice to make sure our provision is the very best it can be.

With parental consent, we work with the following agencies to support our children and families:

- SEND inclusion service (SIS)
- Educational Psychologists
- Speech and Language Therapy (SaLT)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Physiotherapy

These partnerships help us provide tailored support, build strong relationships with families, and ensure every child can thrive in school and beyond.

How do we support children who are moving between phases?

Transitions, whether it's starting school, moving to a new class, or preparing for secondary school can be a big step for any child, especially those with SEND. At Edwalton, we know how important it is to get this right. We support all our children to have smooth transitions between settings whether they are entering our setting, moving to a new class within our school or leaving us for another school.

This happens in several ways:

When a child with additional needs joins Edwalton Primary School: Every effort is made to ensure that they have a smooth transition and that training resources are in place to meet their individual needs. Staff will liaise with the child's previous school or

setting to ensure that all the relevant information has been shared, so the best possible outcomes can be achieved.

If your child is moving to another school: We will contact the school's SENDCo and ensure they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school where we will make sure that all records about your child are passed on as soon as possible. Enhanced transition arrangements are put in place in agreement with parents, carers and where applicable external support services for example: additional visits to support infant-junior transition and the use of pastoral intervention such as social stories and formulation of a transition book.

When moving classes in school: Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual plans will be shared with the new teacher. Enhanced transition arrangements are put in place in agreement with parents, carers and where applicable external support services for example: additional visits to support infant-junior transition and the use of additional pastoral intervention such as social stories and formulation of a transition book.

In Year 6: Partnerships are established with the local secondary school/s (including Rushcliffe Spencer Academy, South Wolds Academy and West Bridgford School). Information will be passed on. The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions as part of an enhanced provision. In some cases, staff will visit the child within the school setting. Adults from the new school will be identified with a focus on developing positive relationships and effective transition. Enhanced transition arrangements are put in place in agreement with parents, carers and where applicable external support services for example: additional visits to support transition and the use of additional pastoral intervention such as social stories and formulation of a transition book.

How do we support children's wider development and well-being?

We recognise that children's development and progress is not only measured by academic success and therefore provide support for pupils to improve their emotional and social development in the following ways:

- We have a school council and class councils in which all children are supported to have a voice.

- We have calm, quiet spaces and sensory resources which all children can access.
- We have a senior mental health first aider.
- Attendance monitoring and support provided, and the ATTEND framework is used
- We have two dedicated and trained ELSA's (Emotional Literacy Support Assistant) to provide sessions and run a drop in nurture provision at unstructured times (e.g. Lunchtime).

We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our curriculum, PSHE focused lessons and through regular assemblies including our Protected Characteristics and Anti-Bullying assemblies.

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

If a parent or carer has any concerns or complaints regarding the SEND provision for their child, they are advised to speak to the relevant class teacher or they can make an appointment to speak to the Inclusion Leader, where ways forward and steps to resolve the issue will be discussed. If parents feel the matter is still unresolved and would like to submit a complaint, then a full copy of the complaints procedure can be obtained from the school office upon request.

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

In Nottinghamshire support for parents of children with SEND is available through 'ask us' (formerly known as parent partnership). They can be contacted on 0800 121 7772 or through the contact form on their website www.askusnotts.org.uk

The local authority produces their 'local offer' which enables parents to see the services which are available in locally for children with SEND. Nottinghamshire's local offer is published here: Nottinghamshire's SEND Local Offer | Nottinghamshire County Council

