

## **SEN Information Report Questions for Nottinghamshire**

March 2026

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To be reviewed: March 2027

### **1. What kinds of special educational needs does the school/setting make provision for?**

The school seeks to remove barriers to learning, provide a broad and balanced curriculum and to ensure curricular and physical access for all learners. The West Bridgford School is fully committed to the provision of equal educational opportunity for all pupils.

We believe provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. However, we believe that pupils with special needs may, at times, require extra resources and adaptations if they are to achieve their potential.

We recognise that Special Educational Needs (SEN) may be experienced in the following areas:

- Communication and Interaction (C+I)
- Cognition and Learning (C+L)
- Social, Mental and Emotional Health (SMEH)
- Sensory and/or Physical (S+P)

WBS is part of the East Midlands Education Trust, which has a comprehensive SEND Policy. This policy is regularly reviewed and incorporates advice and procedures recommended by Nottinghamshire County Council (LA). We are proud of the relationships that we have with our Local Authority and work closely with them to ensure positive outcomes for pupils with a special educational need and/or disability.

A coordinated approach ensures that pupils' needs are met via a comprehensive network of support systems within the school, and within the wider community.

### **2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

We will identify the needs of pupils with SEND as early as possible; this is most effectively done by gathering information from students themselves, parents, education, health and care services and feeder primary schools prior to the child's entry into the school.

Additionally, class teachers will make regular assessments of progress for all pupils and the Team Around the Year Group will support in identifying those whose progress:

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. We may also identify a possible SEND need through aspects other than attainment, for example, social needs, through specific assessments for identifying need, observations of pupil, feedback from staff.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, pupil voice and the views and the wishes of their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In the absence of a formal diagnosis, the school will not assume a disability or medical condition but will aim to support the individual needs of a pupil.

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. We will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to a broad and balanced curriculum. This will be co-ordinated by the Assistant Head (SENCo) and the Assistant SENCo, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

We work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. The school aims to support parents in gaining a full understanding of pupil needs.

We will work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

### **3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including progress reviews; consultation meetings; assess, plan, do, review cycles; provision mapping and the analysis of data.

Pupil progress will be formally monitored on a termly basis via a meeting for pupils on the Additional SEND Support Register in line with the SEND Code of Practice. For pupils on the Inclusion Register progress will be monitored via the use of Progress Reports and Consultation Events which are published in the school calendar.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Assistant SENCo and Assistant Head (SENCo responsibility) in consultation with the link governor. Information is gathered from different sources such as child and parent view forms/ teacher and staff surveys, consultation afternoons/ feedback forms/school forums. Evidence collected will help inform school development and improvement planning.

Additionally, we work closely with the Trust SENCo who supports in reviewing the school's provision.

### **b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?**

Progress reports are published at regular intervals throughout the academic year. Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and provisions. It will also take account of the views of the pupil and their parents. The subject teacher, in conjunction with the Assistant SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Whenever possible, pupil's opinions and views will be sought. We create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one

to one meetings between pupils and keyworkers and other key staff members. Therefore, pupils are actively involved with all aspects of their support.

### **c) What is the school's approach to teaching pupils with special educational needs?**

In the spirit of the SEND Code of Practice and latest research, we embrace the notion that adaptive, Quality First Teaching, along with adaptations for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers adapt their planning to enable all pupils to access the curriculum at a suitable level. Teaching assistants offer support to specific individuals and small groups.

We may make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured paper or overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Occasionally it is appropriate to offer separate group or one to one interventions away from the classroom.

We will also provide the following interventions:

Hackney Lit, Fresh Start- Phonics, Lexia Power Up, literacy sessions, precision teaching, academic intervention, Numeracy sessions, Switch On, Social Stories, Homework support groups, Physical regulation club, Organisational skills group, Physiotherapy\*, Speech and Language\*, Personalised Reward Systems, Counselling\*, Social skills, Mentoring, reading buddies, physical regulation group.

\*As directed by a specialist

We aim to provide a secure environment, in which pupils with special educational needs are enabled to achieve their potential. This helps to foster maximum independence in educational, social and emotional terms and to promote lifelong learning for pupils with special educational needs.

We prepare all young people with special educational needs to contribute to society as responsible citizens and ensure that the individual needs of all our pupils are recognised and addressed and that the pupils themselves are involved in all stages of the process.

We ensure that pupils with special educational needs will have access to a broad and balanced curriculum, and that they can take part in all school activities. We also ensure a whole school approach which provides a coordinated and cohesive response to pupil's individual needs. We build positive partnerships with parents / carers in planning provision for pupils and ensure effective liaison with, and efficient use of, outside agencies.

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

Each pupil's individual needs are carefully planned for and monitored. The Learning Centre team, Team Around the Year Group and curriculum staff work together to ensure that learning opportunities are appropriate for all learners. We believe in facilitating a broad and balanced curriculum and not limiting pupils' education. Regular curriculum reviews take place with a focus on both inclusive quality first teaching and inclusive practice at intent level.

### **e) How are decisions made about the type and amount of support my child/young person will receive?**

Where it is determined that a pupil does have SEND and their progress is significantly outside expected academic achievement, parents will be formally advised of this and the decision to offer 'additional SEND support' and will be added to the pupil's school file. This is in addition to their placement on the school's Inclusion Register. The aim of formally identifying a pupil with SEND for Additional SEND Support is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

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

**f) How will my child/young person be included in activities outside the classroom, including school trips?**

The school believes that all learners should have the opportunity to experience activities outside the classroom where appropriate. This will involve careful liaison between the school and family. All pupils are encouraged to attend extra-curricular clubs and activities to suit their needs. Additional support is provided to enable key students to access activities outside of the classroom.

**g) What support will there be for my child/young person's overall well-being?**

Each year group in the school is supported by a Director of Learning and a non-teaching Pastoral Assistant. The Inclusion Team work closely with all Year Teams to ensure that pupil well-being is closely monitored and supported.

**4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details?**

The person responsible for overseeing the provision for children with SEND is the Assistant Head with oversight of SEND, and Literacy and Reading.

The person co-ordinating the day to day provision of education for pupils with SEND is the Assistant SENCO: they are supported by the Inclusion Team who are based in the Learning Centre.

The contact details are: Miss L Sneyd [SEND@wbs.school](mailto:SEND@wbs.school) 01159744488

Within the team there are large number of staff to support with inclusion including the Inclusion Managers, Access Coordinator and support assistants: the query will be directed to the most appropriate staff member.

**5. a) What training have staff supporting special educational needs had and what is planned?**

The Inclusion Team have access to ongoing CPD including: Phonics, Switch On, Anger Management, Behaviour Management, Supporting ASD, EAL, Anti-Bullying, ASDAN Cope, TA Conference, visual impairment training, Autism Awareness training (AET), ABI training, Coping with risky behaviour training.

The wider teaching staff access weekly Professional Growth sessions, through which inclusive teaching and SEND is a focus.

The Professional Growth programme for all staff has included the following recent training: ADHD awareness; Developing reading fluency & vocabulary development; Whole school Triads SEND clusters; Dyslexia friendly classroom; Autism Awareness training; PDA training and autism/anxiety and masking training.

The Educational Psychologist also provides training - for example on attachment issues, PDA and the ATTEND framework.

In the next academic year, SEND will continue to be embedded into the Professional Growth Programme. Individual staff also attend training to support specific needs.

### **b) What specialist services and expertise are available or accessed by the setting/school?**

We work with EMET schools, family schools and other agencies to provide a wide variety of support for pupils with SEND. We aim to ensure that all pupils have access to provision which is appropriate to their special educational needs or disability.

The West Bridgford School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school builds strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil.

This will then be brought to the attention of the Assistant SENCo who will inform the child's parents.

The following services may be involved as and when is necessary:

- Specialist Schools and Families Services
- Educational Psychology Service
- MHST
- CAMHS
- Social Care
- Positive Futures
- School nurses
- SALT

## **6. How will equipment and facilities to support pupils with special educational needs secured?**

### **How accessible is the school/setting?**

#### **The School Buildings**

The West Bridgford School is mix of architectural styles. Originally built in 1938, the school has been developed over the decades. The school building is predominantly at ground level however some of the Maths classrooms are not accessible to wheelchair users or those with difficulty accessing stairs.

#### **Assistive Technology**

The school provides access to a limited number of netbooks and laptops on a needs-led basis to support pupils with temporary and long term physical needs and/or literacy related barriers to learning.

Assistive technology is used for students with access arrangements for assessments and exams where there is a need.

## **The Learning Centre**

This is situated in the heart of the school, and the facilities provide a means to meet the needs of pupils, who may have any number, or combination of challenges to their learning. It is an integral part of our whole school inclusion policy. The Learning Centre has an ethos that promotes positive attitudes to learning; and accepts each pupil as a unique individual, capable of change. The Learning Centre supports the process of identifying barriers to learning and focuses on empowering pupils with the skills and strategies to learn and achieve their potential. This will raise their self-worth and motivation, in a caring and positive atmosphere.

The Learning Centre provides short term, time-limited, focussed support programmes but it is recognised that in some circumstances longer term support and intervention will be required.

Where appropriate, pupils in the Learning Centre will work to negotiated SEND targets agreed between the Directors of Learning, the Assistant SENCo, SENCo, the Learning Centre Managers, the Intervention lead, their parents/carers and the pupils themselves.

This will be formally recorded and these targets will be reviewed regularly during keyworker meetings. There will be regular contact with parent/carer and with other involved staff.

The Learning Centre works closely with outside agencies and other support services, in and out of school to ensure a co-ordinated approach appropriate to meeting the needs of each pupil.

The Learning Centre is equipped with computers, audio-visual aids and a large range of resources to meet the learning needs of pupils. It is open after school for pupils' use and a member of staff is available to support pupils with literacy, numeracy, keyboard skills, homework and class work.

## **7. What are the arrangements for consulting parents of pupils with special educational needs?**

### **How will be I involved in the education of my child/young person?**

The West Bridgford School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.
- School policies are supported effectively

Parents are kept up to date with their child's progress through progress reports, consultation afternoons and provision reviews at regular intervals throughout the school year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Assistant SENCo may also signpost parents of pupils with SEND to the local authority Ask Us service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend

meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

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

We believe that children who are capable of forming views have a right to receive and express their opinions, and to have that opinion taken into account. Whenever possible, a pupil's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Pupils are consulted and actively involved with all aspects of their support. Wherever possible, pupils will be encouraged to attend their review meetings.

## **9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?**

We value the partnership between parents and staff but should a problem arise, parents are asked to contact the Inclusion Team in the first instance. In the event of staff or parents requiring clarification of the Special Educational Needs Policy, or its implementation, approaches should be made initially to the Inclusion Managers or Assistant SENCo.

Any complaints will be treated in accordance with the Trust's complaints procedure.

## **10. 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?**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils, aid school inclusion and provide support for parents.

The following services will be involved as and when it is necessary:

- Schools and Families Support Services
- Sensory Impaired Support
- Educational Psychology Service
- School nurse / Health Visitor
- Community Paediatrician
- Occupational Health
- Physiotherapy
- Early Help services
- MHST
- CAMHS

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

This is an ongoing process through carefully planned partnership working to ensure pupils and their families have access to all available resources. The SEND Local Offer is a resource which is

designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provisions that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

It can be accessed here: <https://www.nottshelpyourself.org.uk>

## **12. How will the school/setting prepare my child/young person for admission/transition?**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

No pupil is refused admission on the grounds of disability. Admission procedures for pupils in Year 7 include close liaison with the West Bridgford Family of Schools and schools requesting places for pupils from outside the local area once a place has been formally offered; a transition programme co-ordinated by the Directors of Learning, which is integral to the whole school transition process; the Assistant SENCo maintains regular liaison with outside agencies and other involved personnel to ensure successful transition.

Extra visits or meetings for parents/carers of pupils with high level additional needs or and Education Health and Care Plan, once a place has been offered.

In the summer term there is an Inclusion Coffee Afternoon, during which information about processes is shared; parents and carers have opportunity to meet the team and students have an additional visit to school site. There are other extra visits, for some pupils who have been identified by the feeder schools, to help ensure a smooth transition and to help alleviate anxieties and worry.

Students highlighted as vulnerable (including those with SEND) are invited to additional transition events throughout Year 6. We try to ensure we have a full picture of a child's strengths and needs prior to transition, which is circulated to our school staff on the first day of the new academic year. Staff training may also have taken place where pupils with high level needs are to be admitted.

Pupils with special educational needs admitted to the school, at times other than year 7 transitions, are carefully assessed, as soon as possible following their admission, to ensure their needs are met.

The West Bridgford School aims to support transition at each stage from Year 7 to 13. Pupil's individual needs are planned for and supported using transition plans in Year 7, Year 9 and Year 11.

All pupils with SEND are supported to ensure transition between educational phases is well planned and that provision is in place to aid this process. Information regarding the additional needs of any pupil is used carefully to plan for and support successful transition both to and from The West Bridgford School.

## **13. Where can I access further information?**

[www.wbs.school](http://www.wbs.school)

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

