SEND Report 2025/2026

'Making a difference as we grow together'

SENDCo

Thank you for taking the time to read our information report about our Special Educational Needs and Disabilities (SEND) provision within school. The report has been written in line with the SEND Code of Practice 2014.

School Context

Alderman Pounder Infant & Nursery is a mainstream school with an inclusive ethos. We want to empower our children for excellence in every aspect of their lives. We achieve this through having high expectations for all pupils, striving to offer the best possible teaching and support both to our children and their families; we pride ourselves on having open approachable access to all.

All schools are supported to be as inclusive as possible and support pupils with Special Educational Needs and/or Disabilities in mainstream settings wherever possible. We support children with the four main areas of need, which are:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and Physical**

At Alderman Pounder we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn, without fear of criticism. The ability to form good relationships with pupils, to plan appropriate interesting lessons, to implement a consistent behaviour policy and to give praise, encouragement and constructive criticism, are all part of the provision of effective teaching of all pupils but especially those who have special educational needs.

Training

We recognise the need to train all staff on SEN issues, so 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 relevant SEND courses, Family SEND meetings and facilitates/ signposts relevant SEND focused external training opportunities for staff and cascades information back to staff. The SENDCo, with the Senior Leadership Team, ensures training opportunities are matched to school development priorities and those identified through the use of provision mapping.

At Alderman Pounder we have had recent training in:

- Makaton
- Introduction to the Engagement Model
- Nursery Phonics Training
- Reading for pupils with SEND
- Executive Functioning Skills, Metacognition and Self-Regulation
- Mental Health Support
- Behaviour Strategies
- iPad apps for learners with SEN
- CRB
- Autism Awareness
- Scaffolding
- Learning Sandwich
- Cognitive Overload & Learning Environment
- B'Squared
- Approaches to Quality First Teaching
- NASEN: Teacher Handbook SEND training
- Pupil Profiles
- PDA
- Sensory Circuits
- FHP INSET training on different aspects of SEND & overcoming barriers
- SEND Support Plans & Graduated response
- Attention Autism
- Strategies to support children with hearing impairments, including maintenance of hearing aids
- Strategies to support children with vision impairments, including online resources
- Emotion coaching and relational approaches
- Communication Partnership training

'The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.'

(Department for Education, 2014, 5.34, SEND Code of Practice: 0-25 years)

How do we identify young people with SEND

We use a variety of ways, often more than one including:

- liaison with the previous school or setting
- regular assessments, identifying those making less than expected progress, either by age or individual circumstance
- concerns raised by parents
- concerns raised by the class teacher
- using standardised assessments e.g. NTS
- liaison with outside agencies e.g. Health, Local Authority Schools and Families Specialist Support Service
- children with EHCPs or EHAFs have their needs identified on their plans including strategies to support them

What can parents do if they have concerns about their child?

- talk to the class teacher in the first instance
- make an appointment with the SENDCo (Mrs Jones) or the Headteacher (Mr Butterworth-Drury) by going to the school office or by phone on 0115 9252928

'Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.'

(Department for Education, 2014, 5.4, SEND Code of Practice: 0-25 years)

Waves of Intervention

Wave 1	*Inclusive high-quality teaching for all, providing scaffolded work and creating an inclusive learning environment.*
Wave 2	*Specific, time limited additional measures for some children who need help to work at or above age-related expectations. These children are on our 'Monitoring & Concern' register. (MAC)*
Wave 3	*Additional highly personalised interventions. These children are on our 'SEND Support' register*

How we secure equipment and facilities for children with SEND

We employ a team of teaching assistants to support the SENDCo and class teacher in supporting children with special educational needs and delivering interventions. They are experienced and well-trained and are employed to support those with specific needs, including physical, emotional, communication or learning difficulties.

Support for children with SEND is initially funded from the school's budget. A few children will receive extra funding from the Local Authority. All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. This is called Place Funding. This is used to pay for resources and staff necessary to support children with Special Educational Needs e.g. TAs to deliver interventions.

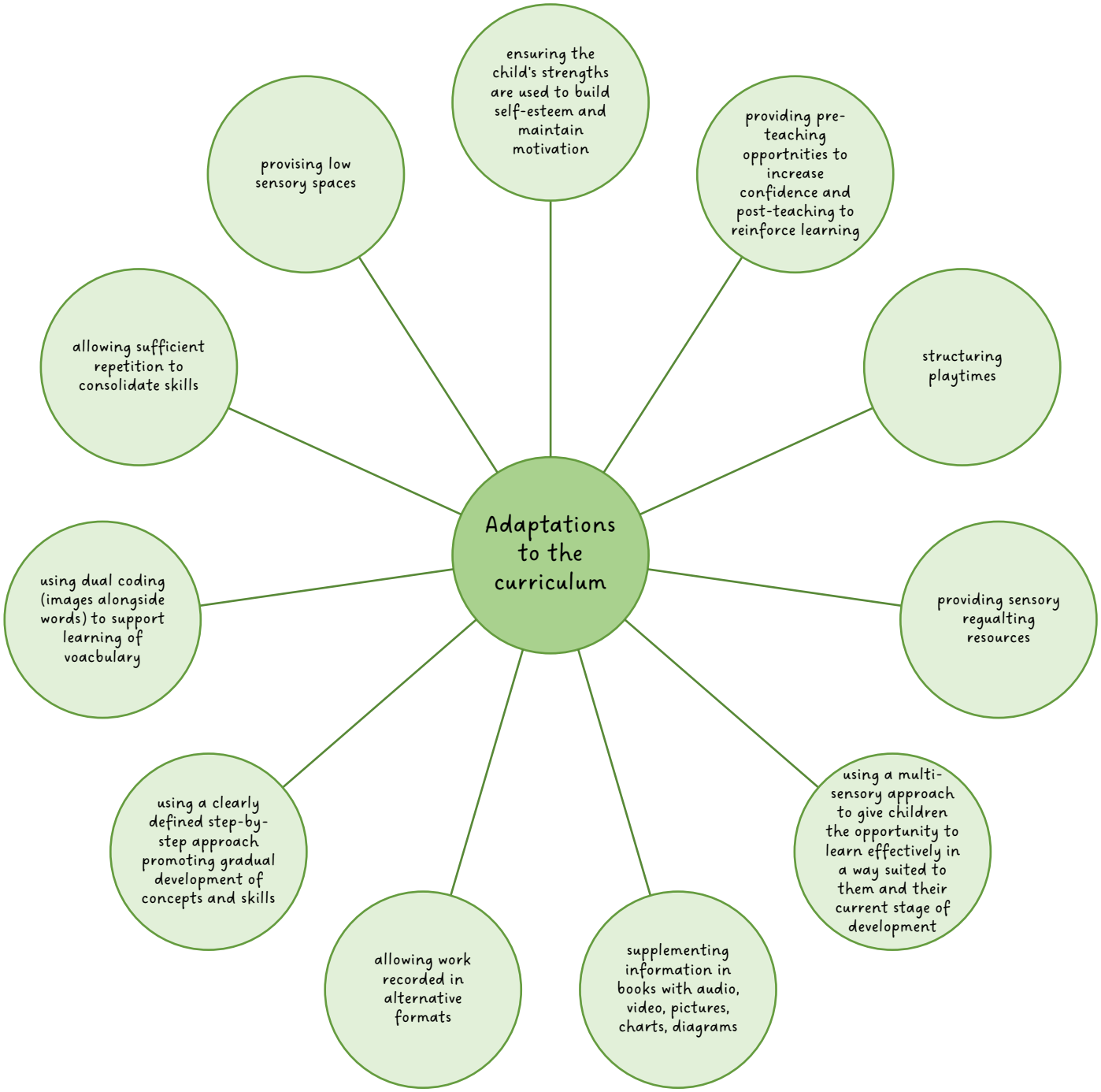
Some pupils with SEND may access additional funding called Top-Up funding. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the SENCos within the School Family and is managed by the Family SENDCo. For those pupils with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The school SENDCo, with the support of the School Family and the Family SENDCo, will refer individual applications to a Local Authority multi-agency panel, the High-Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

Funding bands/amounts		
level	*HLN 3*	*£24,000*
	HLN 2	*£20,000*
	HLN 1	*£14,000*
	AFN high	*Max £6,000*
	AFN medium	*Max £4,000*
	AFN low	*Max £2,000*

If a child requires ongoing support that neither the notional budget or AFN/HLN can provide, the school's SENDCo may then suggest an EHCP (Education, Health and Care Plan) request. This may also be requested if for example a child requires specialist provision.

Adapting the Curriculum and Environment

High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have a special educational need. Below are some approaches we might take. This list is not exhaustive, and adaptations will be made in line with individual children's needs. These adaptations allow children with SEND to fully participate in school life alongside their peers. If children access nurture spaces or intervention groups, they will have times planned to work alongside their peers in their classrooms, maintaining a feeling of belonging with their peers. Any plans like this, will be discussed with parents.



Interventions

Some children will require additional individual or group interventions to support development in their primary or secondary area of need. Below are some of the interventions we can offer children:

Communication & Interaction	• Attention Autism to develop children's skills in attending to an adult-led task. • 1:1 Speech and language, addressing mispronounced sounds. This may be prescribed by the speech and language service (SALT) or directed through in school articulation screeners while we wait for SALT involvement. • Wellcomm to support groups of children addressing an area of language they have a gap with for example, understanding idioms. • Aided Communication Boards provide children with an alternative way of communicating if they are not in the position to verbally share their thoughts
Social, Emotional & Mental Health	• Soft Landings are used to support the children in starting their days regulated and ready to learn, this may include a slice of toast. • Sensory Circuits to support children in regulating prior to taking part in activities. • Daily Reflections are used at the end of the day to support children in celebrating their successes and help them to learn how to replicate these on future days. They also help to unpick situations from the day, ensuring each day is a clean slate. • Emotion Coaching is used to support Emotional Literacy.
Cognition & Learning	• Daily Phonics supports those children who are struggling to either keep up with the phonics acquisition in the classroom or have missed aspects of phonics teaching previously. • Pre-Teach & Post-Teach either involves pre-teaching concepts so the children have a base level of knowledge prior to the lesson or post-teaching skills so the children can consolidate the lesson content.
Physical & Sensory	• Wiggle While You Squiggle to support children in addressing gross and fine motor skill difficulties. • Letter Join is a handwriting programme to support children in developing the pre-writing skills required to correctly form letters of the alphabet. • British Sign Language or Makaton are actions which can either be used to replace language or supplement language as appropriate for the individual child.

Interventions usually run for a fixed period and have baseline assessments from which we can measure progress.

How we support transitional arrangements for our children

We will support children with SEND at times of transition. Transition arrangements may include:

- transition meeting with the current class teacher, new teacher and parents
- support on whole school transition days from a teaching assistant
- the creation of a transition booklet for the child to use in school and at home
  in the case of children leaving Alderman Pounder, liaison with the next school in the form of a meeting with parents, current support staff and new support staff. It may also include extra transition days.
- with pupils new to the foundation stage, liaison with a previous early years' setting and any professionals currently working with the child. If appropriate, a home visit may also be recommended.

Evaluating our Effectiveness

Including consulting with parents and children

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice.

• Children who have been identified as having additional needs will have a SEND Support Plan. This document outlines the specific targets they are working on as well as the support they need to achieve this. This document is constructed with your child, you and the class teacher at termly meetings. During these meetings we will review the progress your child has made towards their previous targets and set new targets for the term ahead.

• If a child has an EHCP, they will also have a SEND Support Plan. In addition to the termly review meetings, your child will also have an annual review where we will review their progress towards the targets as outlined in the EHCP. In addition to inviting your child, you, the class teacher and the SENDCO, any other professionals who have worked with your child within the last academic year will be invited.

Supporting Emotional and Social Development

We recognise that some children may need extra support and guidance at some point in their school career. We have a graduated pastoral response in place to support such children.

- The class teacher has overall responsibility for all children in their class.
- Children receive PSED/PSHE lessons as part of our curriculum in which issues of friendship, relationships and behaviour are explored.
- We ensure children tackle issues such as bullying, health and economic wellbeing in a whole class supportive framework.
- The school has nurture spaces.
- We have a wide range of nurture interventions which can be offered to children to support their social and emotional wellbeing.
- There is currently a lunchtime nurture group and a breakfast club for named pupils.
- Children with significant behavioural difficulties have support plans drawn up to address specific issues.
- Counselling, art or play therapy may be offered if the school feels it would be beneficial to the child.
- Bullying is never accepted, and we recognise that those with a disability are more at risk of bullying. We teach children to accept and celebrate the differences between us so that bullying is not accepted by the whole community.

Involving other bodies in meeting the needs of children with SEND and support for their families

As a school, we work closely with many services to support both our children and their families. The table below has further information regarding each service, what they offer and their contact details.

Service	Contact details	Further information
Early Help	0115 8041248	Parenting support. Support school with Team Around the Family meetings. Advice around safeguarding concerns. Parents or school can refer into the service
Healthy Family Team	0300 1233397 Option 4	Offering various packages of support around supporting the child's Social, Emotional and Mental Health. School refers into this service.
MASH (Multi-Agency Safeguarding Hub)	0300 500800	To report safeguarding concerns. Parents report to the service for advice and support.
Mental Health Support Team	0115 8542299	Work with children in the home or in school to support with lower-level mental health needs. School or parents can refer into the service.
SIS (Schools Inclusion Service)	0115 8546464	Work with children within school on the SEND register; offering support and advice. School refers through Springboard.
SBAP (South Broxtowe Attendance Panel)	0115 913 8558	Specialist teachers who can support school. Parenting support. Play therapy. School refers through SBAP meetings.
Neurodevelopmental Behaviour Service (NBS)	07966528940	Parenting support. First step towards a neurological assessment. Parents can self-refer; however, it is recommended that school make the referral

Complaints

Wherever possible, we will work with families and children to plan provision available, which is in line with family wishes. However, if parents are ever concerned, they should first contact the class teacher. If parents prefer, they can liaise directly with the SENCo (Mrs Ingram). This can be by emailing Mrs Ingram via the office. If parents wish, they are welcome to follow the school's complaints policy.

Further Information

Please contact the school office by calling the school on 0115 9252928 or by emailing:
office@aldermanpounder.notts.sch.uk

There is a lot more information about children with SEND on our local authority website:

Nottinghamshire County Council

The Ask Us Nottinghamshire website:

Ask Us NOTTINGHAMSHIRE

Please find the following links for videos about the local offer:

SHORT SUMMARY with BSL

LONGER LOCAL OFFER OVERVIEW with BSL

'Making a difference as we grow together'