



SEND School Information Report

September 2025

Next review: September 2026



Introduction

Birklands Primary School is an inclusive school where the contribution of every member of the school community is valued, and diversity is celebrated. We are dedicated to meeting the needs of all pupils, including those with Special Educational Needs or Disabilities (SEND), to ensure they are supported to feel part of a team, safe, and happy. Quality teaching for all is essential, although some children may need further positive support on occasions to help them progress.

What does Special Educational Needs and/or disabilities (SEND) mean?

The Code of Practice 2014 states that: 'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people (of the same age).'

The four categories of SEND are:

- Cognitive & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory and/or Physical.

Birklands meets the needs and supports pupils with SEND in a variety of ways, including adaptive activities, adult support, intervention groups and support from outside agencies when necessary.

Identifying pupils with SEND

If staff have identified concerns about a pupil, they will liaise with the school SENDCo. The SENDCo and class teacher will then gather information and data about that pupil from a range of sources (e.g. by completing observations, looking at the pupil's achievements in books, and speaking to the pupil and parents). Pupils will then be added to the 'monitoring list', and the school will continue to seek to remove barriers to learning and put provision in place. If support becomes an addition to general classroom practice and staff are working above and beyond normal expectations, then that pupil will be added to the School's SEND register, and parents/ carers are informed. All pupils on the Birklands SEND register have a support plan in place, these are working documents for staff to monitor and record the effective support, resources and interventions for the pupils in their class with SEND.

SEND support will take the form of a Graduated Approach which consists of a four-part cycle:

- Assess
- Plan
- Do
- Review



The Local Authority (LA) Local Offer

The Local Offer provides information for children and young people with Special Educational Needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care. Click the link below to see Nottinghamshire's local offer. www.nottinghamshire.sendlocaloffer.org.uk



Commonly Asked Questions

Click on the questions below for more information about how Birklands Primary School can work with you to support your child.

- 1) Who are the best people to talk to at Birklands about my child's difficulties with learning/Special Educational Needs and Disability (SEND)?
- 2) What are the different types of support available for children with SEND at Birklands Primary School?
- 3) How can I let the school know that I am concerned about my child's progress in school?
- 4) How will the school let me know if they have any concerns about my child's learning in school?
- 5) How are decisions made about the type/ amount of support pupils will receive?
- 6) How will the teaching and curriculum be adapted for my child with SEND?
- 7) How will Birklands measure the progress of pupils with SEND?
- 8) Who else could support your child with SEND?
- 9) What support can we offer for you as a parent of a child with SEND?
- 10) How is Birklands Primary School accessible to children with SEND?
- 11) What are the arrangements for consulting pupils with SEND and involving them in their education?
- 12) How will we support your child when they are joining, leaving or moving within Birklands Primary School?
- 13) How will we support your child's emotional and social development?
- 14) What training have the staff had about SEND?
- 15) What do I do if I have a concern/ complaint about the provision made by the school?
- 16) Where can I find out more information?

1. Who are the best people to talk to at Birklands about my child's difficulties with learning/Special Educational Needs and Disability (SEND)?

The first point of contact would be your child's **class teacher**, as they are responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need e.g. through quality first teaching strategies, targeted interventions/ work or additional support
- Regularly communicating with the Special Education Needs/Disabilities Coordinator (SENDCo) about your child's support and progress.
- Writing progress targets, support plans and provision maps, and sharing and reviewing these with parents at least once each term.
- Providing scaffolding resources to pupil's and personalised teaching and learning to support your child's needs as identified on the school's Support plan.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **Acting SENDCo, Mrs Henderson**, is responsible for:

(SENDCo Miss Scrivener Maternity Leave: Sept 2025)



- Developing and reviewing the school's SEND policy.
- Regularly monitoring and reviewing the SEND register (a system for ensuring that all the SEND needs of pupils at Birklands Primary School are known)
- Coordinating the support for children with special educational needs or disabilities (SEND).
- Ensuring that your child's progress and needs are recorded on the school's Provision Map
- Communicating with you at least once a term to ensure that you are involved in and kept informed about the support your child is getting and reviewing this.
- Liaising with other professionals/ agencies who may come into school to help support your child's learning, e.g. Physical Disability Specialist Service, Speech and Language Therapy, Educational Psychologist etc.
- Supporting all staff with their SEND professional development and providing specialist support so teaching and support staff can help children with SEND progress and achieve their potential.

The **Acting Head Teacher, Miss Watson**, is responsible for:



- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The **SEN Governor, Lucy Banks**, is responsible for:

- Making sure that the necessary support is given to any child with SEND at Birklands Primary School.

2. What are the different types of support available for children with SEND at Birklands Primary School?

a) Quality First Teaching

Quality first teaching focuses on using inclusive strategies to support all pupils, including those with SEND. This means that:

- Teachers have high expectations for your child and all pupils in their class to achieve their upmost potential.
- Learning builds on what your child already knows, can do and can understand.
- Teaching and learning is differentiated to pupil's needs and learning styles. This can be in a variety of ways including the use of scaffolding resources, and practical activities.
- Specific adaptations and strategies (which may be suggested by the SENDCo or other professionals) are in place to support your child's learning and wellbeing.
- Teachers will carefully monitor your child's progress, identify gaps in their understanding, and put in place the extra support needed to make the best possible progress.

b) Specific Group Work Intervention

Class teachers and/ or teaching assistants provide interventions to support a range of needs and difficulties including: communication (speaking and listening), writing, reading, spelling, motor skills, numeracy, social skills, behaviour and emotional regulation. Interventions could take place either in the classroom or a smaller group environment.

Your child might also participate in a Specialist Intervention run by outside agencies e.g. Speech & Language Therapy, Physiotherapy.

c) Specialist support offered by outside agencies

If specialist support is necessary to meet your child's needs, you will be asked to give your permission for the school to refer your child. Specialist support offered by outside agencies could include:

- Local Authority central services, such as the Schools and Families Specialist Services (SFSS), The Education Psychology Service (EPS) or Sensory Service (for students with a hearing or visual need), Sherwood Area Partnership (to support social, emotional and mental health needs)
- Health Agencies, such as the Healthy Families Team, Community Paediatrician, Mental Health Support Team

The referral will help you, and the school, understand your child's particular needs and how to support them effectively in school. The specialist professional will work with your child and the school and make recommendations, which might lead to specific group or individual interventions. With your written consent we could discuss your child at a Family Springboard meeting. This is when the Family of schools meet with professionals from the School and Families Specialist Services (SFSS) and Educational Psychology Service (EPS) to discuss ways to support pupils and negotiate potential involvement from SFSS or EPS.

d) Specified Individual support

This type of support is available for children whose learning needs might be **severe, complex and lifelong**.

This is usually provided via an Education, Health and Care Plan (EHCP). This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups. Your child might also need specialist support in school from professionals outside the school. This may be from:

- Local Authority central services, such as the Schools and Families Specialist Services (SFSS), Physical Disability Specialist Service (PDSS) or Sensory Service (for students with a hearing or visual need).
- Health representatives such as the School Nurse
- Outside agencies such as Sherwood Area Partnership (SAP) or Speech & Language Therapy (SALT) Service.

For your child, this would mean:

- That you, or school, request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you) they will decide whether they think your child's needs, seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report describing your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support or give next step suggestions for enhancing your child's support.
- After the reports have all been submitted, the panel will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline your child's strengths, difficulties, and the provision/ strategies that should be in place. It will also have long and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENDCo) Mrs Henderson. The school SEND Governor or Head teacher can also be contacted for support. They can be contacted via the school office:

Email: office@birklandsschool.co.uk

Phone: 01623 842163

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as having needs that are impacting their learning and making a limited amount of progress, the class teacher will set up a meeting to:

- Listen to any concerns you may have.
- Discuss and plan any additional support your child may need, and adjustments that can be made.
- Consider how we as professionals can support you and your family at home.
- Discuss with you any referrals to outside professionals that may be beneficial to support your child.

5. How are decisions made about the type/ amount of support pupils will receive?

The headteacher, school governors and SENDCo discuss the information they have about individuals with SEND in the school, including:

- Pupils already getting extra support.
- Children needing extra support.
- Children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The class teacher, and SENDCo will discuss the best support to offer a child in conjunction with you (parent/carer). The school identifies the needs of pupils with SEND on a provision map which outlines support given within school. This is reviewed regularly and changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. A range of strategies are used including quality whole class teaching, small group work and in some cases one-to-one support.

The school budget, received from the Nottinghamshire Local Authority, includes money for supporting children with SEND. Where appropriate the school can bid for additional funding for pupil's whose needs match the criteria stated by Nottinghamshire County Council.

6. How will the teaching and curriculum be adapted for my child with SEND?

Birklands Primary school have high expectations for all children. Children will be given the opportunity to reach their full potential. All staff work collaboratively to embed good practice and provide a curriculum that is tailored to your child's needs. This is reviewed regularly and helps inform teacher assessment and target setting.

The needs of your child will be catered for within whole class teaching, small group work and in some cases one-to-one support. Planning and teaching will be reasonably adapted, on a daily basis if needed, to meet your child's learning needs.

We support with special educational needs by:

- Specially prepared learning materials and activities
- The use of appropriate ICT equipment (assistive technologies, laptops, reader pens)
- Appropriate deployment of Teaching Assistants
- Interventions matched to learning and social/ emotional needs
- Using physical or mobility aids
- Seeking support and involvement from outside agencies (mentioned in Q8)

7. How will Birklands measure the progress of pupils with SEND?

Your child's progress will be continually monitored by the class teacher and reviewed formally with the headteacher every term in reading, writing and maths. The SENDCo will also monitor the progress of pupils with SEND, and check they are making good progress with the support provided. Each term the head of school reports to the governors about the levels of special needs within the school, and they are informed of the progress made by pupils with SEND.

At the end of key stage 2 (year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do, and the results that are published nationally.

When appropriate, class teachers will use assessment tools that break learning down into smaller steps (such as B-Squared) to track the progress of pupils with SEND. The use of Provision Map enables the SENDCo to analysis the impact of interventions.

Each term class teachers set progress targets with the involvement of the SENDCo, pupils and parents/carers. These targets are related to pupil's areas of need and are reviewed termly with evidence of progress and observations. The progress of children with an EHC Plan will be formally reviewed at an annual review with all adults involved with the child's education (school, home and health professionals).

8. Who else could support your child with SEND?

School provision

- Head Teacher & leadership team
- Class teachers
- Teaching Assistants working with either individual children or small groups
- Carers supporting individual children
- School SENDCo
- Family SENDCo (providing support across the Meden family of schools)

Local Authority and Health Services

The following services can be involved as and when necessary:

- Early Help Unit and Multi-Agency Safeguarding Hub
- Speech and Language Therapy Service (SALT)

- Health Visitor/ School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service (EPS)
- Community Paediatrician
- Occupational Therapist
- Physiotherapist
- Physical Disability Support Service (PDSS)
- School and Families Specialist Services
- Sensory Service for students with a hearing/ visual need
- Personal, Social and Educational Development (PSED) Team
- Counselling Service
- Sure Start Children's Centre
- Sherwood Area Partnership (SAP)
- Small Steps
- Healthy Families Team

9. What support can we offer for you as a parent of a child with SEND?

Staff at Birklands recognise that it is essential for the school and parents/ carers to work together as a team to support pupil's needs. We therefore prioritise building relationships through regular communication with parents/ carers. To support you or young people with SEND, we ensure that:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. Teachers will communicate regularly to share necessary information about what is working well at home and school, so that consistent strategies can be used.
- The SENDCo is available for a phone call or to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- The class teacher will meet with you at least three times a year (termly) to discuss and review your child's support, provision and targets.
- Homework will be reasonably adjusted to your child's individual needs or requirements.
- Staff can use pupil's home-school diaries or a separate home-school log to support communication with you when this has been agreed to be useful for you and your child.
- The SENDCo regularly updates the school's SEND website page with useful information and relevant resources, facilities or courses in the local area. The head of school may also provide leaflets/information of courses and events that may be relevant or of interest via the newsletter or text.

This section is also appropriate for children and young people who are looked after by the local authority (Corporate parent).

10. How is Birklands Primary School accessible to children with SEND?

Birklands Primary school is fully compliant with Physical Disability Support Service (PDSS) & Equality Act (2010) requirements. Accessibility Plan: [policy.pdf](#)

The school is on two levels (the lower dining hall, school office, and EYFS & KS1 classrooms are downstairs, and the upper hall and KS2 classrooms are upstairs. There is a lift to access both levels.

- The main entrance has a wheelchair ramp and handrail, and the front desk is wheel-chair height.
- There is an onsite shower area and changing facilities, and both levels have an accessible disabled toilet.
- Risk Assessments and Personal Emergency Evacuation Plans (PEEP) are written for specific pupils when necessary.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. Some adaptations to classrooms can be made where necessary.
- All areas of school life are accessible to all including extra-curricular activities and trips.

- Breakfast club, after-school provision and extra-curricular activities are accessible to all children, including those with SEND.
- All pupils have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all, and risk assessments are carried out prior to any off site activity.

11. What are the arrangements for consulting pupils with SEND and involving them in their education?

Our school values pupil voice and children are encouraged to share their opinions and make contributions as part of daily lessons and to develop our school community. Our School Council provides a platform for children from across school to voice their opinion on our school environment and routines whilst representing the opinions of their peers.

Pupils with SEND contribute to their Support Plans and targets by outlining a picture of their likes, dislikes, strengths and preferred learning styles. As part of the review process, the class teacher will discuss which strategies pupils feel work well for them and any extra support they feel they need.

12. How will we support your child when they are joining, leaving or moving within Birklands Primary School?

We recognise that transitions can be difficult for pupils, including those with SEND, and we take steps to ensure that any transition is as smooth as possible.

Starting School

The Foundation Stage team at Birklands have established strong relationships with preschools and childcare providers in our area.

- Prior to a child entering our Reception class, EYFS staff will contact a child's current setting to discuss their development and any other key information.
- Children are invited to attend transition days within our Foundation Unit in the term before they are due to start in Nursery or Reception. This allows children to meet and develop relationships with their teachers, teaching assistants and other pupils. It is an opportunity to get to know the classroom environment and basic routines.
- Additional transition days can be arranged if required.
- If your child would be helped by an 'All about Me!' book to support them, one will be made for them including both home and school information.
- If necessary, the SENDCo will arrange any multiagency meetings appropriate to support you and your family.

Joining from other schools

Children joining our school from another school are invited to look around and spend time in their new class before their start date. We encourage parents to also take part in the tour allowing time to chat with our head teacher, meet staff and children in our school. This will also provide an opportunity to consult with our SENDCo about particular needs.

Transitioning within school

When children transfer between classes, we ensure that the appropriate transition is in place for that child.

- Relevant staff will meet to discuss the needs of each pupil. Support plans outlining strategies, resources and interventions are passed on during transition meetings.
- Parents are invited to meet their child's new teacher in the Summer term before they move classes.
- Children attend a transition period in their new classroom with their new teacher to get to know the environment, key adults and their peers; additional transitions can be arranged if required.
- Pupils may have a transition booklet filled with photographs and information about their new class, and an 'All About Me' section for staff to get to know the children.

Moving from KS2 to KS3

When children are transferring between phases, for example to secondary school, we work alongside local secondary schools to help make the transition as smooth as possible.

- Staff from our school hold meetings with parents and staff from their new school.
- Relevant information and records are shared, and children are offered visits to their new setting.
- Some children may attend additional weekly visits to their new school to help ease anxiety and establish positive relationships.
- Year six pupils take part in a 'Ready 4 Secondary' programme where children are encouraged to improve their organisational skills and develop independence.
- If your child would be helped by a personal profile to support them with understanding the transition process, then one will be made with your child.
- If necessary, the SENDCo will arrange any multiagency meetings appropriate to support you and your family.

13. How will we support your child's emotional and social development?

Birklands have a highly experienced team of teachers and teaching assistants who nurture our pupils. Classes operate a range of strategies that create an environment in which children feel comfortable to talk about their feelings, and pupils are aware that if they have a concern they can speak to an adult. There is also a 'worry box' in each classroom in case pupils feel more comfortable writing concerns down. At Birkland's we are teaching our children through a Zones of Regulation approach to recognise their emotions and develop their own strategies to manage these. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support their development. We encourage mindfulness in the classroom and follow the 'Take Five' initiative (from Each Amazing Breath) which involves daily breathing exercises to teach emotional regulation. Lunchtime and playtime support is provided through planned activities and clubs. We recognise that some children have extra emotional and social needs, to develop and nurture these we:

- Ensure staff are available in the mornings to meet and welcome all children. Specific meet and greet support can be put into place to ensure a smooth transition between school and home.
- Provide ELSA (Emotional Literacy Support) sessions led by our trained ELSA lead Miss Cox. These sessions are adapted to the social and emotional needs of individual pupils, and may focus on self-confidence, coping behaviours, social skills, mental wellbeing and identity.
- Have developed links with organisations within our community and nurture groups are sometimes held in the local community with a 'Forest Schools' approach.
- Provide bespoke sessions with a counsellor, once a week, for children who need specialist emotional support.
- If your pupil needs further social, emotional and mental health support then the SENDCo will meet to discuss involvement from other specialists and agencies such as Mental Health Support Team, Sherwood Area Partnership, or CAMHS.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. Other key members of staff in supporting pupils' social, emotional and mental health, are:

- Mrs Henderson (Acting SENDCo) (*Maternity Leave: Miss Scrivener (SENDCo)*)
- Miss Cox (Family Support Liaison)
- Mrs Hunt (Attendance Officer)
- Miss Cox (Emotional Literacy Support Assistant)
- Mrs Cox (Take 5 Champion)

14. What training have the staff had about SEND?

All staff at Birklands are dedicated to developing their practice to ensure they are enabling pupils to progress and fulfil their potential. The school provides staff training opportunities for all staff, and there is an on-going professional development programme throughout the school year which addresses areas of SEND

within the school. Birklands also have access to a range of platforms to develop their knowledge and practice in relation to supporting pupils with SEND (including NASEN, The National College, Whole School SEND). Teaching and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the SFSS or PDSS Team

Examples for staff training related to SEND:

- Epi Pen training
- Allergy Awareness
- Trauma Informed practice
- Zones of Regulation
- Positive Behaviour Strategies
- Working Memory & Cognitive Load
- An Introduction to Attachment Disorder
- Moving & Handling Children with a Physical Disability
- Each Amazing Breath: Take Five
- Emotional Literacy (ELSA) Training
- Coping with Risky Behaviours
- AET: Good Autism Practice
- Supporting a Pupil with Cochlea Implants
- AET: Making Sense of Autism

15. What do I do if I have a concern/ complaint about the provision made by the school?

In the first instance of a parent has a concern we recommend they raise the issue with the class teacher. If the issue cannot be resolved at this stage, then the SENDCo or head teacher become involved. A meeting will be arranged to discuss the issue and look for a resolution. Please refer to the school's complaints policy which can be found by [clicking here](#) or on the 'policies' section of the school website.



Further Information

- Local offer website
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=1juOywJ0Qlw&newdirectorychannel=0>
- Birklands SEND website page
<https://www.birklandsschool.co.uk/page.php?p=sen>
- Information about the SEND code of practice & other policies can be found on the Department for Education website
[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)
- Seek advice from Parent Partnership
<https://askusnotts.org.uk/>
- Nottinghamshire County Council services that support children & young people with additional needs
<https://www.nottinghamshire.gov.uk/education/services-for-schools-and-education->

[providers/additional-needs](#)

Documents available of Birklands School Website

- [Birklands Anti-Bullying Policy](#)
- [Birklands Complaints Policy](#)