MISTERTON PRIMARY AND NURSERY SCHOOL

SEND INFORMATION REPORT

SEPTEMBER 2026

SENDCO: Elizabeth Marsh

Our vision:

Children being Take Care citizens living successfully in a changing, diverse society through the whole child having:-

- **Using our voices with confidence -** communication and oracy skills and a child's voice which is heard
- **Becoming independent -** independence which develops them for the next stage
- **Showing kindness and care -** taking care of each other which builds positive relationships
- **Working together and supporting others -** supportive skills and the ability to compromise
- **Being curious and asking questions -** enquiring minds and a passion for learning
- **Being positive and resilient -** positive resilient attitude which develops a growth mindset
- **Embracing challenges -** readiness for being exceptional
- **Managing our feelings and behaviour -** good self-regulating positive behaviour skills
- **Celebrating differences -** ability to embrace diversity
- **Taking care of our learning -** aspirations and achieving academic potential
- **Adapting to change -** ability to adapt to change and transition
- **Taking care of ourselves -** healthy bodies and healthy minds

Misterton Primary School is a mainstream primary school with an inclusive ethos. We value the contribution which every child makes to our school and the community.

We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training are vital to unlocking their potential.

The four broad areas of need identified within the SEND Code of Practice are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

The Local Authority Local Offer:

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND). This is called the Local Offer.

It is the intention of the Local Offer to improve choice and transparency for families. It is a resource for parents to understand the range of services and provision in the local area.

Information about the LA's Local Offer can be viewed at:

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

Further information about how the LA recognises and supports pupils with SEND can be found at:

https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send

Admission and Transition Arrangements:

At Misterton Primary School we work in partnership with the child, parents and previous setting to ensure that a planned, successful transition is in place for any child identified as having additional needs. This may include visits to the previous setting prior to the point of transition, conversations and handover of documents with staff from the previous setting and meetings with parents to ensure the success of starting at Misterton Primary School. If needed, we can seek support or advice from specialist services at this stage to ensure the child receives the appropriate help. Transition to Misterton will be bespoke to the needs of the child and may involve additional visits prior to starting with us. At times we offer a reduced timetable if this is in the best interests of the child, to allow them to transition at their own pace before building up to full sessions in school. This is decided in partnership with school,

parent and support from the BPBP team. Everything we do is with the child and their needs at the centre of all decisions.

Please contact the School Office for further information about admissions.

When pupils transfer to another school, including at the end of Year 6, the same principles and procedures apply as detailed above. We will ensure that the receiving school is made fully aware of the pupil's needs before they transfer to them.

How does the school know if a child needs additional help and support?

Children are identified as having Special Educational Needs (SEN) in a variety of ways. These may include:

- Liaison with parents or previous setting
- Observations from the class teacher and SENDCO
- Concerns raised by teacher, parent or young person
- A child is making less than expected progress despite high-quality teaching and appropriate support being put in place.
- Liaison with outside agencies such as Speech and Language or Bassetlaw Primary Behaviour Partnership (BPBP)
- Changes in how a pupil is behaving including how they are engaging with their learning and also socially and emotionally
- Through screening tools and assessments

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

Please raise your concerns with the class teacher initially, who will listen to your concerns and work with you to make a plan of action. This plan will depend on the concerns raised, but might include a mixture of observations and assessments. You may be asked to complete a Consent for Involvement form so that we can access outside support if required.

For some concerns, for example with Speech and Language, or if a diagnosis needs to be explored, there is usually paperwork to complete so that a referral can be sent. Some of these include information from home and we will work with you to complete them with all the relevant information.

If you would like to get in touch directly with the SENDCO (Mrs Elizabeth Marsh), you can do so by emailing sendco@misterton.notts.sch.uk or by telephoning the School Office to arrange a telephone call.

The SEND governors are Susan Hayter and Martin Bellini.

How will school support my child?

- The Class Teacher oversees, plans and works with each child in their class, including those with identified Special Educational Needs and Disabilities (SEND).
- If your child is on the SEND register, they will have a SEND Support Plan. This outlines their identified needs, the support and provision in place, and any focused targets they are working towards.
- We follow a graduated response approach of Assess, Plan, Do, Review to ensure support is tailored to individual needs and regularly evaluated for impact.
- Focused targets are reviewed regularly by the Class Teacher, SENDCO, parents/carers and, where appropriate, the pupil, to celebrate progress and identify next steps.
- The Class Teacher and SENDCO review SEND Support Plans at least termly and evaluate the success of support and interventions.
- Pupil Progress Meetings are held half-termly where the progress of all pupils is discussed with the Headteacher. These discussions can identify new concerns and inform future support for pupils.
- Pupils may need support from outside agencies and we liaise with a range of professionals to ensure the best outcomes for all children. Some of the agencies we work with include Bassetlaw Primary Behaviour Partnership (BPBP), Healthy Families Team, Schools and Families Specialist Services (SFSS), CAMHS, Educational Psychology, and NHS services such as Speech and Language Therapy. This is not an exhaustive list, and we access specialist advice whenever needed.
- Some pupils may require substantial additional support and, where appropriate, we may apply for additional funding through an Allocation of Funding (AFN) or Higher Level Needs (HLN) application. We will always discuss this with parents/carers.

- Through structured conversations and ongoing collaboration with families, we assess, plan, do and review support to ensure pupils receive the provision they need to make progress and achieve positive outcomes.

What is an EHCP?

For those pupils with complex needs, an Education, Health and Care Plan (EHCP) can be applied for. This is a legal document which specifies the support that a pupil needs and can be used to gain a placement at specialist provision, should the parents and child wish to consider this. An EHCP is a legal document which identifies a child or young person's special educational needs and the provision required to meet those needs. In Nottinghamshire, an EHCP does not automatically provide additional funding or specify a number of one-to-one support hours. Support is determined by the individual needs of the child and how these can best be met within the educational setting.

If you think your child requires an EHCP, please contact the SENDCO in the first instance to discuss the application process and whether an EHCP is required to meet your child's needs. The application can be done through school.

How accessible is the school environment and how will my child be included?

The school is easily accessible for pupils and adults with a disability. All ground level areas of the school are accessible by a wheelchair. There is a toilet, shower and changing facilities available for use. A disabled parking space is available in the school car park.

Pupils are supported to access all aspects of school life, including trips and residentials. We will work with parents to carry out a risk assessment and discuss any procedures or arrangements which will need to be put in place. After school provision, including clubs, are accessible to all pupils and we will adapt them where necessary for those pupils with Special Educational Needs.

How will my child with SEN learn?

Class teachers plan lessons which cater for the needs of all pupils. Through liaising with the SENDCO, your child will access provision matched to their needs. This is reviewed at least termly.

- Teachers and Teaching Partners can adapt lessons and planning to suit the needs of individual learners
- Specific strategies (including those suggested by outside agencies) can be used
- Specialist equipment may be used
- Regular reviews between the SENDCO and teaching staff ensure provision, support and progress are monitored and adapted where necessary.

We understand the importance of supporting all our pupils to be confident, independent learners, whatever their level or abilities. Therefore, we are mindful to offer a mixture of supported and independent learning, based on each pupil's needs, to encourage and develop this. In exceptional circumstances it may be necessary to have a designated adult to support a pupil in school; if this is the case, we will speak to you about this and review the support at least termly.

How will I know how my child is doing?

You are welcome to make an appointment with your child's Class Teacher at any point in the year to discuss how your child is getting on. The SENDCO will be informed of this meeting and may attend or contribute. Significant discussions about additional support and provision are recorded as part of our Assess, Plan, Do, Review process.

Where outside agencies are involved, we will make sure you are kept informed about updated targets or information from them, if they do not contact you directly.

For those pupils who receive additional funding (as detailed above), we will hold termly meetings with the SENDCO and class teacher, in order to review targets and set new ones.

There are 3 Parents Evenings each year, with Summer term focussing on transition and celebrating their exceptional achievements. There will also be an annual written Report to Parents.

How are staff in school trained and supported to work with children with Special Educational Needs?

The SENDCO's role is to ensure all staff are supported in order to plan and work with children with SEND.

The SENDCO delivers regular training and updates on SEND, inclusive practice and strategies to support pupils with additional needs. We can also access specialist training and advice from the Local Authority and external professionals to ensure staff have the skills and knowledge required to meet pupils' needs effectively.

How we support your child's Social, Emotional and Mental Health (SEMH) Needs

We recognise that some pupils have additional SEMH needs that need supporting and nurturing. These needs can show in different ways, for example a pupil may be showing different behaviours or may be less resilient than usual. Misterton Primary School is a nurturing school with a strong emphasis on Wellbeing. We follow a clear PSHE scheme and have additional weekly themes to support further.

Additional support we can offer includes:

- Nurture groups/sessions
- Access to the ELSA
- Circle of Friends
- Lunch and breaktime support
- Referrals to outside agencies eg Healthy Families Team or CAMHS
- Talk Time
- SEND RWI program

Please let your child's class teacher know if you have any concerns about their SEMH needs so that a plan can be put in place.

What do I do if I am not happy with my child's SEND provision?

In the first instance, please speak to your child's class teacher to discuss your concerns. Alternatively you can get in touch with the SENDCO (Mrs Elizabeth Marsh) via email at sendco@misterton.notts.sch.uk or the School Office.

If you wish to make a complaint about the school, the Complaints Procedure should be followed. A copy of the Complaints Procedure is available on the school website or from the School Office.