

SEND report 2025-2026

Welcome to our SEN information report. Under the special educational needs and disability code of practice 2014, every school is required to identify and address the special educational needs of the pupils that they support and to promote disability equality of the Equality Act 2010, which include making reasonable adjustments to prevent children with a disability being put at a substantial disadvantage.

Berridge Primary School is a mainstream primary school. In school we currently have children with medical and physical needs, learning difficulties, social and communication difficulties and emotional difficulties. We are an inclusive school who welcome children with special educational needs and believe that all children have an equal right and access to a broad and balanced curriculum which enables them to achieve educational success and reach their full potential.

We welcome our duties under the Equality Act 2010. We are committed to ensuring equal treatment for all school stakeholders regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. (protected characteristics).

The School is committed to working with the local authority to contribute to its offer to provide for local pupils with special educational needs or disability (SEND).

The Nottingham City Local Offer website gives information to parents, schools and other members of the community about specialised services and how to access them.

[Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)

What are special educational needs and or disabilities?

The Special Educational Needs and Disability Code of Practice (0-25 years) defines a child as having a special educational need and disability (SEND) if they have a learning difficulty which calls for special education provision to be made.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significant greater difficulty in learning than the majority of children of the same age.
- has a disability which prevents or hinders them from using the educational facilities provided by the school for children of the same age.
- A child under 5 has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special education provision was not made.

Many children and young people who have SEND may have a disability under the Equality Act 2010. The Equality Act (2010) defines a disabled person as someone who has: *'a physical or mental impairment which has a substantial and long-term (more than 12 months) adverse effect on their ability to carry out normal day to day activities.'*

This definition includes children and young people with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

How does the school know if children need extra support?

At Berridge we recognise the importance of early identification of difficulties which may require special education provision. These difficulties may present themselves in any stage of a child's schooling, and procedures are in place to ensure that all children's needs and progress are carefully monitored.

The process of identification is on-going through the school's carefully monitored tracking system and pupil progress meetings. Special education needs and disabilities may be identified from any of the following sources, either at the time of the child's entry to school or at any time after:

- Submission of admission forms and medical records on a child's entry to school
- Submission of records on a child joining the school from nurseries or other schools
- Interviews with parents prior to admission
- Parent consultation meetings
- Medical examinations including hearing and vision tests
- Sharing of information from outside agencies, such as health services and social services
- Recordings of on-going teacher observations and assessments
- Termly reviews of attainment and progress
- Monitoring of general behaviour
- Concerns raised by the child themselves which alerts teachers, parents or adults to a possible need.

What should a parent do if they think their child has or may have special educational needs/and or disability?

If parents have any concerns about their child's development, then parents are encouraged and should initially speak to their child's class teacher. Parents are also welcome to make an appointment with the school SENDCo.

If you have a particular medical or health concern regarding your child then you are advised to contact your GP who may suggest a referral to specialist services.

How are pupils with SEND supported in school?

- Teachers ensure that work is adapted and differentiated to meet children's needs so that all children are able to access the curriculum at their level with appropriate support and challenge.
- Teachers use their understanding of children's particular needs to deploy support staff effectively within the classroom.
- Teachers may plan small group interventions or 1:1 support
- For those with more complex needs, class teachers and the school SENDCO, work alongside specialist teachers in order to provide a highly adapted curriculum and access to specialist interventions.
- Where a child needs support and guidance outside the classroom, arrangements are made with relevant staff and adjustments made in order to support the child's needs.
- Specialist equipment may be required to support a child's particular difficulties. When this is felt to be the case, the school seeks advice from external professionals as to the most appropriate form of support.

- We ensure that children with medical needs have these needs met within school hours under their Individual Healthcare Plans.
- Class teachers meet parents twice a year to discuss progress and support received in the classroom.
- The SENDCo also holds review meetings and is available to meet parents by appointment to discuss support. They also attend other parent/teacher meetings where this is helpful to share information about assessment and support provided by external agencies etc.

How will the curriculum be matched to support pupils needs?

- On-going teacher assessments feed into long, medium and weekly planning.
- Lesson plans detail the level of support children receive within the classroom as well as adapted and differentiated activities.
- Activities are adapted in a variety of ways: through focused teacher or teaching assistant support for groups or individuals, through the use of scaffolding and modelling, a different task/resource and/or materials, through different means of recording work, acknowledging learning styles, and through different expectations in terms of outcome and skills shown within an activity.

How is progress monitored and how can parents support learning?

- Children's work is carefully monitored on a regular basis by class teachers, SENDCo and the senior leadership team, this provides details of children's attainments and progress.
- Children's progress is reviewed and formally tracked termly.
- Children who have been identified as having SEND are carefully monitored through provision maps and the impact of additional provision they receive is carefully monitored by the SENDCo and senior leadership team.
- Pupils are tracked using the school's own assessment system, although some children will need to be tracked using much smaller steps and these children will be assessed using B Squared.
- Parents are invited to meet teachers by appointment and attainment and progress is reported to parents within meetings and the school's end of year reports.
- Annual review meetings are held for children with Education Health Care Plans (EHCP's).

What support is there for pupil's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured.

- Teaching teams (class teachers and support staff) take responsibility for pastoral care and well-being. Where particular concerns or needs have been identified, information is shared with senior staff and other staff on a needs-to know basis, so that there can be consistent strategies used to support the child eg: in the playground.
- Key information is passed on each year to the child's new class teacher or school.
- Class time is set aside for personal, social and health education (PSHE) and discussion of general issues of well-being.
- Learning mentor, ELSA, social skills groups, lunch and playtime support, buddy systems, parental support workers are available to children who need particular support in this area.

- When it is felt that a child or family may benefit from the support of outside agencies school can support and make referrals.
- If school staff have concerns about a child's well-being or behaviour this is shared with parents and logged on CPOMS (The school's online monitoring system).
- Should there be a safeguarding concern for a child, the school follows procedures in line with its safeguarding and child protection policy.

What specialist services and support are available and accessed by school?

In order to support children with SEND school have access to a variety of external services that offer us professional guidance, equipment and access to facilities. The local offer provided by the local authority provides a full list of services which the school could contact. We involve agency support as part of the schools graduated response and school will always inform and seek the permission of parents/carers.

Services which our school work with regularly:

- Learning support Team
- Autism Team
- Behaviour Support Team
- Educational Psychology Service
- Sensory Team
- Speech and Language therapy
- Educational welfare officers
- Child and Adult mental health services (CAHMS)
- Nottingham Early Help partnership
- Paediatrics
- Occupational therapy
- Physiotherapy
- Continence team
- Social care
- Health visitors
- Community nursing team
- Dieticians

Some of these services require a referral from a doctor or paediatrician.

What training will the staff supporting children with SEND have?

- Priorities for whole-staff training for SEND are identified to feed into the plan for each term.
- Training is provided both internally and by outside agencies.
- The SENDCO and deputy head for teaching and learning regularly audit and identify any whole school or individual training needs.

How are the school's resources allocated and matched to children's SEND?

- Teachers are responsible for identifying children who would benefit from additional support in the classroom and planning how this support is delivered.
- The school employ a number of teaching assistants who will provide additional support as outlined by the SLT, the SENDco and class teachers. Teaching assistants are deployed where needed and carefully plan interventions and in-class support to meet the needs of children needing additional support.
- A provision map is also used to detail the support and intervention throughout school.
- Intervention is generally provided to small groups with similar needs and targets, although individual programmes may be offered where these are most effective.
- All pupils with SEND have access to devolved funding within the school budget. For those with more complex needs and those who require specialist intervention, additional funding (Higher Level Needs HLN) can be applied for from the local authority by the school SENDCO. An application will be made to the local authority, who arrange a multi-agency panel, who will then decide whether the level and complexity of needs meets the threshold for this funding. It is the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

How will pupils be included outside the classroom including educational visits?

- Where children need support for playtime activities, an individual plan is agreed using the support of peer buddies or adults where necessary, making use of the play equipment and wider environment.
- Consideration is given to the inclusion of children with SEND in the dinner hall at lunchtime. Adults are available to help children make choices about food and to ensure that children feel secure and confident in this environment. Some children access the dinner hall at an earlier time when it is quieter, access to a quieter room to eat is also available for those who need it.
- Teachers differentiate physical education activities with regard to the needs of children and for some pupil's additional adult support is provided to enable them to access these lessons.
- Risk assessments are drawn up for all educational visits. We are committed to making reasonable adjustments to ensure participation for all. Any additional support or reasonable adjustments are recorded on the risk assessment for that activity. Individual information is also provided about children who may have particular SEND or health needs (such as ASD or allergies). Teachers ensure the accompanying adults are aware of the needs of children within their groups.
- Alternative travel or activities are arranged as and when needed (e.g. alternative activities organised for the Year 6 residential trip for children with disabilities).

How accessible is the school environment?

The school is split across two sites. Bobbersmill Site (Nursery- year 2) and Brushfield Site (year 3 -year 6).

Bobbersmill Site (Nursery – Year 2):

- The Bobbersmill Site is on one level on the ground floor.
- It has wheelchair and walking frame access.
- It has a designated disabled toilet and changing room.

Brushfield Site (Years 3 – 6):

- The Brushfield Site School building is on three floors. It is therefore only accessible to children who are able to use stairs independently, as there is no lift and children of all ages use the first floor for at least some of their activities.
- There are ramps leading up to the main school office and main entrance to the ground floor.
- There is an accessible toilet on the ground floor.
- All internal steps have handrails
- Although the School is not accessible to wheelchairs above the ground floor, every effort is made to accommodate disabled family members (e.g. holding meetings or year group presentations/ performances on the ground floor).
- Risk assessments and evacuation plans are made for any child or adult who may temporarily have difficulty with the stairs e.g. due to a leg injury or operation, before the person returns to school.

How will the school prepare and support a child to join the school?

Entry to nursery and reception:

- Nursery and reception children visit the school for an induction meeting/session.
- Additional meetings with the school SENDCo are arranged where it has been identified that a child has particular needs.
- It may be necessary for some children to have a phased induction with shorter sessions initially.
- School also liaises with previous nursery settings.

Admission for older pupils and mid-year joiners:

- Parents and children visit the school prior to entry and have an admission meeting.
- The school liaises with previous schools and requests any records relating to SEND.
- Additional meetings with the school SENDCo are arranged where it has been identified that a child has particular needs.
- It may be necessary for some children to have a phased induction with shorter sessions initially.
- The child will meet their class teacher and a start date is arranged.

How will the school support the transfer to a new school for children with SEND?

- Transfer meetings and/or telephone liaison are held between teachers and the SENDCO with receiving schools and secondary schools. SEND records are passed on.
- Children with SEND are usually invited for additional induction sessions at their new school (as arranged by the receiving school). Teaching assistants are able to go with children if needed.
- For children with EHCPs, staff from the new school are invited to attend annual review meetings and/or visit the child at school.

How does the school listen to pupil's views?

- Children are given regular opportunities within their classes to share their views individually, in a group or in front of the class. Regular personal, social, health and economic education lessons provide such opportunities as do class assemblies.

- Children use self-assessment within the classroom and monitor their own progress towards targets, with adult support where required.
- Children with SEND are encouraged to contribute to meetings and discussions wherever possible with an adult who supports them.
- If your child has an EHCP they will be asked their views as part of the initial assessment process and as part of their annual review. When children are old enough they are invited to part of the annual review meeting held with parents and involved professionals.

What is the procedure to make a complaint?

- Parents should initially discuss any concerns or complaints with the class teacher and SENDCO.
- If they then wish to take the matter further then they should approach the Head Teacher.
- Any official complaints should follow the school's complaints procedure available from the school office or the website.
- If parents have complaints regarding their child's EHCP they should refer these complaints to Nottingham City SEND department. Contact details are included in EHCP letters and available from school on request.