



# **Special Educational Needs and Disabilities Information Report**

**September 2025**

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

Lady Bay Primary School is a wholly inclusive establishment which caters for the needs of both staff and children. Where it is appropriate for a child to be in mainstream education, we provide a differentiated curriculum that meets the needs of every pupil. The school will make provision for pupils with the following categories of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or physical
- Anxiety
- Trauma and Attachment

### How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

School will identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and from pre-school setting and child minders who feed into the school prior to the child's entry into the school.

School staff will monitor the progress of all pupils in order to aid the identification of pupils with SEND. This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and when appropriate the pupil themselves. The views of the pupil, parents/carers, teaching staff and, where relevant, external support services will also be considered along with the school's assessment data on how the pupil is progressing.

If children are identified as having difficulties making progress, teaching staff and parents/carers will meet to discuss concerns. As a result of this meeting some or all of the following steps will take place depending on need.

- Individual Support Plan outlining provision
- Meeting with SENCO to discuss outside agency support and advice
- Regular TAC meetings
- Application for additional funding bid

If you have concerns about your child's progress you should speak to your child's class teacher initially. Information from this will be shared with the School SENCO (Nicky Baylis) or Assistant SENCO (Sarah Wells) where necessary. There may be circumstances where you need to discuss your concerns with the Headteacher or Deputy Headteacher.

2. a) How does the school 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/carers and pupils throughout the year. Staff will also include feedback from review meetings and outside agencies and pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Each term a support plan for each child on the School SEND register will be devised. This individual Support plan will identify how support will be given to each child in order to progress with their targets throughout the term. This provision will then be reviewed and evaluated to identify which interventions have been successful in supporting children to achieve academic and personal and social outcomes.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, Headteacher and SEND Governor and information is gathered from different sources. This will be collated and published by the governing body in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform the School Development Plan.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

Parents/carers are kept up to date with their child's progress through annual reports, parents' evenings, Support Plan Reviews, informal conversations and SEND review meetings as stated in the SEN Provision Cycle of Events (please see website for details).

In cases where more frequent, regular contact with parents is necessary, meetings will be arranged based on the individual child's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. In some cases, external agencies may be contacted regarding advice on provision and parents will be kept up to date and consulted on any points of action. The school's

SEND Governor may be contacted at any time in relation to SEND matters via the school office.

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

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims include the following:

- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make good progress.
- To ensure all pupils take a full and active part in school life.

School will:

- Identify the needs of pupils with SEND as early as possible using a graduated response model.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Senior Leadership Team 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.
- Work with parents/carers 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 feedback on their child's progress, and providing information on the provision for pupils with SEND.
- Work in collaboration with outside agencies when the pupil's needs require specialist advice and support.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular meetings between pupils and their teacher/teaching assistant and access to the school ELSA.

d) How will the curriculum and learning be matched to my child's needs?

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with senior leadership team, outside agencies and the child's parents for other appropriate arrangements to be made.

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that SEND children's needs are met.

Specially trained support staff will work with teachers to adapt planning to support the needs of SEND children where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted as necessary to meet your child's learning needs.

#### How will appropriate support be identified and accessed?

- All teaching and support staff to be fully informed of the special educational needs of any pupils in their care, including sharing progress reports, medical reports and teacher feedback.
- CPD training in relation to children with SEND.
- Making use of all class facilities and space.
- In-class provisions and support used effectively to ensure that the curriculum is differentiated where necessary.
- Providing, where possible, individual or group tuition where it is felt that pupils would benefit from additional intervention.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

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

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to approx. £6,000. Needs will be assessed and funds attributed if the school feels it will benefit the child. Some pupils with SEND may access additional funding. This additional funding comes from a budget which is devolved to and moderated by the Family of Schools (the Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Senior Leadership Team of the school including the Headteacher and SENCO determine how resources are allocated and used to support individual pupils. The school SEND information will also inform provision:

- children with additional support already in place
- children needing extra support, above and beyond mainstream provision
- children who have been identified as not making as much progress as expected
- decisions about where resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made whenever necessary. Other funding and resources are also available for some pupils via Pupil Premium.

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

All pupils, regardless of need, are included in all aspects of school life. All activities outside the classroom, including school trips and residential visits, are carefully selected and planned to ensure that every pupil can access them. Group and individual Risk Assessments are completed inline with the Local Authority guidelines.

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

Relationship and Health Education (RHE) is taught through a whole-school approach following the Jigsaw Programme of work. Pupils with SEND may require differentiated activities in line with the programme. Some pupils with emotional or behavioural difficulties may also access our school ELSA. With permission from parents, the school ELSA will work with individual and will advise programmes of support where necessary.

3. Who is the school's Special Educational Needs Co-ordinator (SENCO) and what are their contact details?

The school's SENCO is Miss Nicky Baylis, and the Assistant SENCO is Mrs Sarah Wells. Both members of staff can be contacted by emailing [office@ladybay.notts.sch.uk](mailto:office@ladybay.notts.sch.uk) or by telephone on 0115 9747001.  
Or, [senco@ladybay.notts.sch.uk](mailto:senco@ladybay.notts.sch.uk)

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

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 SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we use funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and individual children where necessary.

b) What specialist services and expertise are available or accessed by the school?

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 SENCO attends relevant SEND training courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we use funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and individual children needs where necessary.

5. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

The building is accessible to children with physical disability.

We ensure that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with SEND.

Extra-curricular activities are accessible for children with SEND.

Please refer to the Accessibility Policy.

6. What are the arrangements for consulting parents/carers of pupils with special educational needs? How will I be involved in the education of my child?

The class teacher is regularly available to discuss your child's progress or any concerns you may have. Sharing information about what is working well at home as well as school is vital to maintaining a consistent approach.

The SENCO is available to meet with you to discuss your child's progress or any concerns or worries you may have.

All information from outside professionals will be discussed with you in person or, where this is not possible, in a report.

Support plans will be reviewed termly requesting parents/carers views and opinions.

The class teacher will also offer a half termly meeting to review progress and provision.

Homework will be adjusted as appropriate to your child's individual needs.

7. What are the arrangements for consulting young people with SEND and involving them in their education?

Where possible, pupils are involved in every step of their learning, including planning support and targets for the future, evaluating progress and celebrating successes. The review process for pupils with SEND takes into account the views of pupils.

8. What do I do if I have a concern or complaint about the SEND provision made by the school?

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or Headteacher who will be able to advise on formal procedures for complaint. The Complaints Policy can be found on the school's website.

9. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Governing Body has delegated the operational responsibility of coordinating involvement of other services to the Headteacher and SENCO. This is fed back and evaluated regularly with the school's SEND Governor.

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

Parents/carers will meet with organisations or services involved with their child through regular review meetings. If a child has recently been assessed to have a special educational need or disability, school will provide contact details for the appropriate services or organisations to parents. Where necessary, referrals will be made to outside agencies with parental/carers consent to access additional support for pupils. The SEND section on the school website also has support information for children and parents/carers as well as useful links for sources of support and future events.

11. How will the school prepare my child to:

- i) Join the school?
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Support plans, agency reports and progress data will be shared with the new teacher.
- If your child would be helped by a photo book to support them to understand moving on, then it will be made for them. They will also have increased visits to the classroom and class teacher to build up relationships and familiarity.

In Year 6:

- The SENCO will meet and discuss the specific needs of your child with the SENCO of their secondary school and enhanced transition package will be arranged
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child at Lady Bay.

## 12. Where can I access further information?

Further information can be found on the school website.

<https://www.ladybay.notts.sch.uk/>

More details about recent reforms and the SEND Code of Practice can be found on the Department for Education's website at

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

Information on Nottinghamshire County Council's local offer can be found at

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

Next review date: 08.09.26