



SEND Information Report

September 2026

Author	Publication Date	Review Cycle
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MISSION:

TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

VISION:

WE AIM TO DEVELOP A **PASSION FOR LIFELONG LEARNING**
EXPLORING **LIFE IN ALL ITS FULLNESS**
WITH **HOPE AND ASPIRATION**
THROUGH A **WORLD CLASS EDUCATION**

I have come that they may have life, and have it to the full. John 10:10

SCHOOL VALUES:



Jeremiah 31:3

*I have loved you with an everlasting love;
I have drawn you with unfailing kindness.*



Psalms 118:24

*This is the day that the Lord has made;
let us rejoice and be glad in it.*



Psalms 133:1

*How good and pleasant it is when
God's people live together in unity!*



Jeremiah 29:11

*For I know the plans I have for you,
declares the Lord.
Plans to prosper you and not to harm you,
plans to give you hope and a future.*

Sneinton St Stephen's Church of England Primary School

Special Educational Needs and Disabilities (SEND) Information Report

1. Introduction

At Sneinton St. Stephen's Church of England Primary School, we are committed to providing every child with an inclusive, broad, and relevant education. Our SEND provision is grounded in our values of Love, Joy, Unity and Hope, ensuring that each child feels valued and is supported to flourish. Whether through tailored interventions, family partnerships, or our robust graduated approach, we ensure all pupils thrive within a nurturing, faith-led environment.

2. Nottingham City Local Offer

The Nottingham City Local Offer provides an online resource where parents/carers and young people can find out about the services and support available to children and young people with SEND. The Local Offer includes details of services for children and young people from birth to 25 years old.

You can access the Nottingham City Local Offer [here](#).

3. Definition of Special Educational Needs and Disability

A child or young person has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that ordinarily available to pupils of the same age.

This can include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

A child's needs may fall across more than one area and may change over time. A diagnosis does not automatically mean that a child has SEN, and SEN support does not depend upon a formal diagnosis.

4. SEND Support at Our School



Josephine Curtis – Assistant Headteacher & SENDCo

Hi, I'm Josephine Curtis. I oversee the SEND provision at Sneinton St. Stephen's, ensuring that our pupils with special educational needs or disabilities receive personalised and effective support.

My role includes working closely with families, teachers, and external professionals to develop and implement strategies that help each child thrive in their learning and emotional well-being.

We believe that working collaboratively with families is key to ensuring every child reaches their full potential.

Parents and carers can contact me through the school office on 0115 915 1370 or by emailing josephine.curtis@sneinton.nottingham.sch.uk.



Rachel Pruszek – Learning Mentor

Hello! I'm Rachel Pruszek, a Learning Mentor and trained Emotional Literacy Support Assistant (ELSA) and Mental Health First Aider.

I work with individual children and small groups, focusing on emotional well-being and positive relationships.

My role is to support children in managing their emotions, developing friendships, and building resilience so they can access their learning confidently.



Christopher Tucker – SEND Governor

Hi, I'm Christopher Tucker, the SEND Link Governor.

I advocate for children with SEND during governing body meetings and work closely with the SENDCo to ensure our school meets its legal and moral responsibilities to support every child's needs.

5. Identifying SEND

Children's needs may be identified through:

- Teacher assessments and observations
- Discussions with parents/carers
- External agency input
- Information from health and other professionals

6. Our Graduated Approach

We follow a cycle of Assess, Plan, Do, Review to ensure appropriate support is provided:

1. **Assess** – We evaluate each child's needs.
2. **Plan** – We develop a support plan with parents/carers.
3. **Do** – We implement interventions.
4. **Review** – We assess progress and adjust support.

Types of Support

- **High-quality, inclusive and adaptive teaching:** Teaching staff adapt lessons for all learners.
- **Small group interventions:** Extra help in key areas.
- **Specialist support:** External professionals (e.g., Speech and Language Therapy) may work with your child.

Support is organised according to need. This may include high-quality universal provision, targeted short-term support or more personalised and sustained SEND provision. The school will not delay identifying SEND or providing appropriate support where evidence indicates that a pupil requires special educational provision.

For children with more complex needs, we may apply for Higher Level Needs Funding or an Education, Health, and Care Plan (EHCP).

Staff Expertise and Training

All staff receive appropriate training to support pupils with SEND. Training is informed by the needs of the current cohort and may include communication and interaction, autism, speech and language, sensory regulation, emotional wellbeing, medical needs and adaptive teaching. The school also seeks advice and training from

external specialists where required.

7. Using Technology to Support SEND

As an Apple Distinguished School, we use technology to create inclusive and engaging learning experiences for all pupils, including those with SEND. Some examples of the technology and tools we use include:

Speech-to-text software: Helps children who struggle with writing or typing to express their ideas more freely.

Visual learning tools: Enhance understanding through diagrams, videos, and images to support different learning styles.

Translation apps: Provide support for children with English as an Additional Language (EAL) and those with communication barriers. English as an additional language is not, by itself, a special educational need. Staff consider language acquisition carefully when identifying whether a child may also have SEND.

Specialist apps: Tools like 'Clicker' for writing support, and 'TTRS' for touch typing, are designed to support children with dyslexia, dyspraxia, or other learning difficulties.

Technology at Sneinton St. Stephen's enables us to create more inclusive and engaging learning experiences for all pupils.

8. Pupil and Parent Voice

We believe in the power of collaboration between pupils, parents/carers, and staff to shape our SEND provision. Along with termly Support Plan review meetings, parents/carers are encouraged to share their thoughts in the following ways:

- **Surveys and Questionnaires:** We regularly gather feedback from families about the effectiveness of our SEND provision, and your insights inform the development of our strategies.
- **Parent/Carer Forums:** These annual events provide a platform for parents/carers to share ideas, ask questions, and work with staff to enhance SEND support.
- **Parent/Carer Drop-in Sessions:** Informal drop-in sessions with the SENDCo allow parents/carers to discuss any concerns or suggestions regarding their child's support.

Our pupils with SEND are also actively involved in shaping their learning experience. They provide valuable feedback on their progress, identify areas where they need more support, and share their strengths. This helps us tailor interventions to their needs.

9. Supporting Children with SEND During Transitions

Transitions can be challenging for children with SEND. We have robust procedures in place to ensure smooth and positive experiences during key transition points:

- **Starting School:** The SENDCo and class teachers will liaise with previous settings and professionals involved in the child's early education. Visits and additional transition sessions may be arranged where appropriate.
- **Moving to a New Class:** All children meet their new teacher before the summer holidays. For children with SEND, additional visits or transition groups can be arranged, and transition booklets are provided where needed.
- **Transition to Secondary School:** We work closely with local secondary schools to ensure a seamless transition for our pupils with SEND. This process begins early in the year, where the SENDCo liaises with secondary school staff to ensure that all information regarding the child's needs is shared effectively. Transition activities are tailored to individual pupils and can include extra visits to the new school, meeting key staff, and preparing personalised transition resources (such as transition booklets). Parents/carers are also fully involved in the process, helping to plan key aspects of the transition to

ensure their child feels prepared and supported.

Parents/carers are actively involved in transition planning to ensure that their child feels supported at every stage.

10. Children who are looked after or previously looked after

The SENDCo works with the Designated Teacher for looked-after and previously looked-after children to ensure that SEND provision, personal education planning and wider pastoral support are coordinated effectively.

11. Our Accessibility Commitment

Sneinton St. Stephen's is committed to being accessible for all pupils. We regularly review **our Accessibility Plan** to ensure our buildings, curriculum, and communication methods meet the needs of all children.

The school provides or seeks appropriate specialist equipment and resources where these are required to support access, communication, mobility, regulation or learning. Decisions are informed by assessment, discussion with families and, where appropriate, advice from relevant professionals. Further information about physical accessibility is set out in the school's Accessibility Plan.

12. Inclusion in Trips and Extracurricular Activities

We aim to enable every child to participate fully in school trips, residential and extracurricular activities through careful planning and reasonable adjustments.

We ensure that:

- Risk assessments are completed with consideration of SEND needs.
- Any necessary adaptations are made (e.g., additional adult support, tailored activities).
- Parents/carers are involved in planning and decision-making around their child's participation.

If your child has specific medical or sensory needs, we will make the required arrangements to ensure their comfort and safety during trips or activities. We work closely with external providers to make sure all environments are accessible.

While we are committed to making reasonable adjustments to ensure all pupils can access trips and activities, there may be exceptional circumstances where it is not possible to make an adjustment that is reasonable, practicable, or safe.

In such cases, decisions are made on an individual basis, following consultation with parents/carers, the pupil (where appropriate), and relevant professionals. We always seek to find alternative ways to ensure inclusion and meaningful participation, even if this means adapting or providing a different experience for the child.

This approach aligns with our duties under the Equality Act 2010, ensuring that all decisions are reasonable, proportionate, and made with the child's best interests and safety in mind.

13. Measuring and Reviewing Progress

We regularly review the progress of children with SEND using the Assess, Plan, Do, Review cycle. This ensures that interventions remain relevant and impactful. **Parents/carers are invited to review meetings each term** to discuss their child's progress and adjust any support as necessary. In addition, feedback from the child is actively sought,

ensuring that they feel involved in their learning journey and can express their needs and successes. External professionals, such as educational psychologists or speech and language therapists, are consulted if further advice is needed.

We measure the impact of interventions using:

- **Insight Tracking:** This system helps us track each pupil's progress, ensuring that interventions are making the desired impact.
- **Pupil Progress Meetings:** These termly meetings allow us to review each pupil's progress and adapt interventions accordingly.
- **SEND Support Plan Reviews:** SEND support plans are reviewed at least termly with parents and carers, with pupils involved in an age-appropriate way.
- **EHCP Reviews:** Provision specified in an EHCP is monitored throughout the year, and the EHCP is formally reviewed at least annually through the statutory annual review process.
- **Feedback from Stakeholders:** Gathering feedback from pupils, parents/carers, and staff helps us refine our SEND provision.

Parents/carers will be updated regularly through termly meetings, and you are welcome to discuss progress at any time with your child's class teacher or the SENDCo.

14. Emotional and Social Development

Our Personal, Social, and Health Education (PSHE) curriculum supports all children's emotional and social growth. For children who need extra help, we offer:

- ELSA sessions
- Nurture groups
- Playtime buddies
- Access to the Mental Health Support Team (MHST)

15. How to Raise Concerns

At Sneinton St. Stephen's, we are committed to working in partnership with parents/carers to ensure the best outcomes for every child. If you have any concerns about your child's SEND provision, we encourage open communication and collaboration to resolve issues quickly and effectively.

1. Speak to the Class Teacher or SENDCo

In the first instance, we recommend discussing any concerns directly with your child's class teacher or our SENDCo, Josephine Curtis. Often, a conversation can help clarify and resolve issues before they escalate.

2. Escalate to the Headteacher

If your concern is not resolved after speaking with the class teacher or SENDCo, or if you feel the issue requires further discussion, you may arrange a meeting with the Headteacher. We will work together to ensure your concerns are addressed.

3. Formal Complaints Procedure

If the issue is still unresolved, we follow the school's formal **Complaints Procedure**. This procedure ensures that concerns are investigated thoroughly and fairly. Details of the formal complaints process can be found in our school's **Complaints Policy**.

16. External Support and Key Contacts

At Sneinton St. Stephen's, we work closely with external agencies to ensure that children with SEND receive the

specialised support they need. Below are some of the key services and contacts that you may find useful:

Nottingham City Local Offer: Find services and support for children with SEND in Nottingham.

[Nottingham City Local Offer](#)

Speech and Language Therapy Service: Provided through the NHS. Your child's referral will be made by the SENDCo or another healthcare professional.

Phone: 0300 123 3387

Educational Psychology Service: Supporting children with learning, emotional, and social difficulties. Contact via the school's SENDCo for referral details.

Mental Health Support Team (MHST): Offers support for children struggling with anxiety, stress, or other emotional concerns.

For more information, contact MHST via the school office.

Nottingham City SENDIASS: Provides free, impartial information, advice and support to children and young people with SEND and their parents and carers. Contact details are available through the Nottingham City Local Offer.

17. Further Reading and Resources for Parents/Carers

For more information and support on SEND topics, we recommend the following resources:

- **Nottingham City SEND Support Service:** [Nottingham SEND Support](#)
- **Council for Disabled Children:** www.councilfordisabledchildren.org.uk
- **IPSEA (Independent Provider of Special Education Advice):** www.ipsea.org.uk
- **National Autistic Society:** www.autism.org.uk

These websites provide useful information, advice, and tools for parents/carers navigating SEND support and services.

18. Frequently Asked Questions (FAQs)

1. How will the school communicate with me about my child's progress?

We will meet with you termly to review your child's Support Plan. Additionally, class teachers are always available for informal chats, and we encourage you to get in touch if you have concerns at any time.

2. What happens if my child doesn't meet the targets set in their Support Plan?

If your child is not making the expected progress, we will review the interventions and discuss alternatives with you. We may involve external professionals, if necessary, to ensure the best support is in place.

3. Can my child participate in school trips or extracurricular activities?

We aim to include all children in trips and extracurricular activities. We make reasonable adjustments and plan carefully with families and relevant professionals to support safe and meaningful participation.

4. What if I disagree with the provision or the outcomes of my child's EHCP?

If you disagree with the support provided by the school, please speak to the class teacher or SENDCo. Concerns about the school's actions may be considered through the school's complaints procedure. If you disagree with a decision made by the local authority about an EHC needs assessment or EHCP, the decision letter will explain your rights to mediation and appeal to the First-tier Tribunal (Special Educational Needs and Disability). Nottingham City SENDIASS can provide impartial information and support.

19. Review and publication

This report is reviewed and published annually. Any significant changes to the school's SEND arrangements will be updated as soon as practicable during the year.

Date of next review: September 2027