



Mapplewells Primary School and Nursery SEND Report 2025

September 2025

Review date: September 2026

What kind of special educational needs does the school make provision for?

Mapplewells Primary School and Nursery is a positively driven school with a primary aim to ensure that every member of the school community feels valued, respected and aspires to have SUCCESS in their hands. The children are at the heart of everything we do. We pride ourselves on being a positive and nurturing school. We treat every child as an individual and strive to be inclusive for all children. Where a child has a potential barrier to learning, we endeavour to ensure that we provide them with the best opportunities to access all part of school life.

Staff know the children, their background, their needs, achievements, social contexts and individual journeys and this enables a personalised approach to learning, stretching beyond the classroom.

Special Educational Needs and inclusion at Mapplewells Primary School are always a priority and bespoke provision is planned for and provided to ensure that the needs of our children are met in line with the principles outlined in our SEND policy.

Some children will enter school with identified needs, however for others, their needs do not become fully apparent until they enter or progress through our school.

Class teachers will make regular assessments of progress for all pupils and during this process will identify children whose progress or attainment is becoming a cause for concern. They will identify children who are working below the expected standard for their age across the four main areas of need. This is done through:

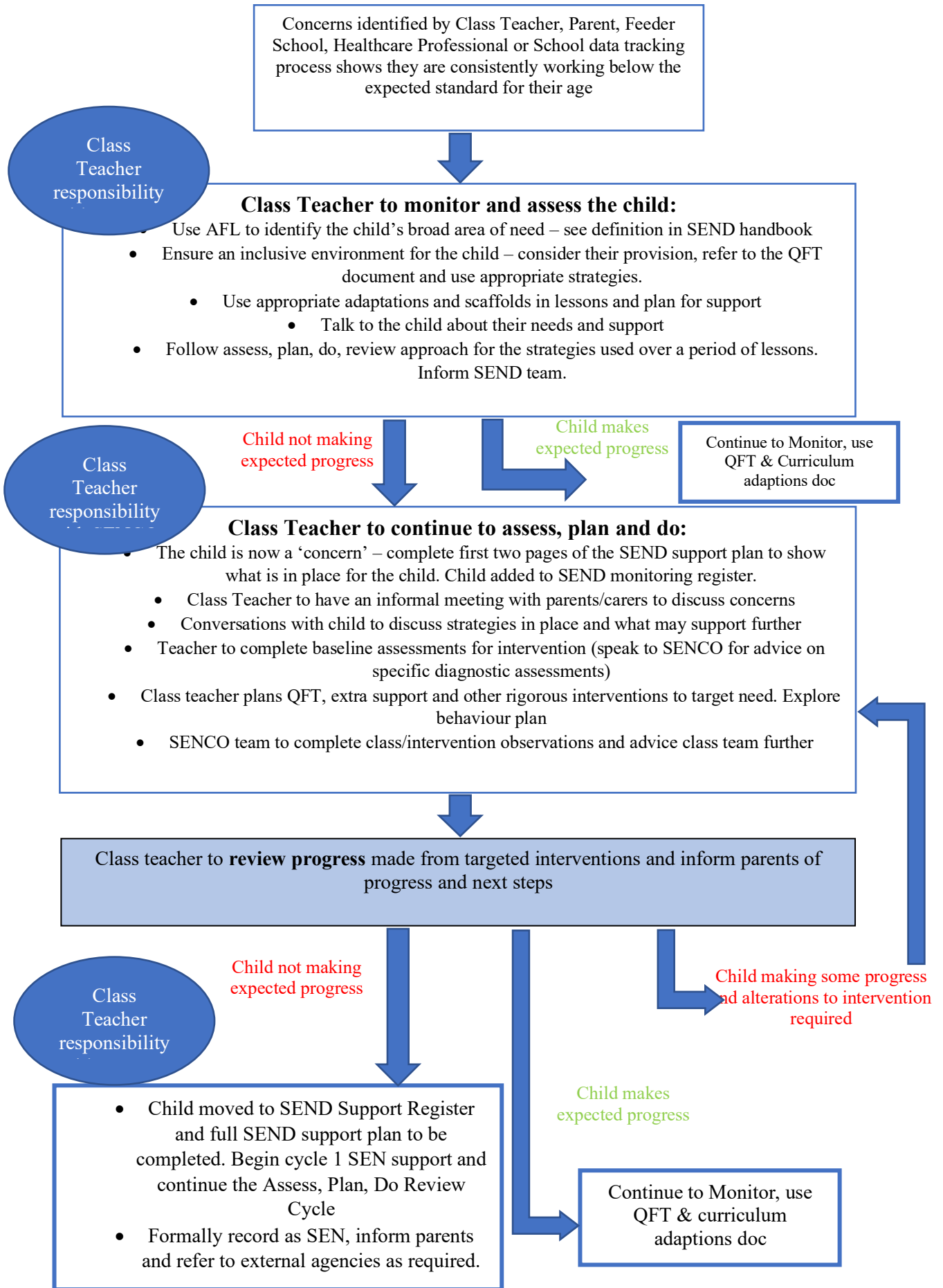
- Regular communication with parents/carers
- Regular communication as a staff body
- Transition meetings when a child is new to school
- Pupil progress meetings
- Data analysis
- Learning walks
- Book looks
- Gathering pupil, staff and parent/carer voice

We follow the graduated approach by implementing the 'assess, plan, do, review' approach. This involves adapting high quality first teaching strategies, planning interventions and reviewing their impact and gathering further information to create a clearer picture of the child's needs.

Our school SEND Aims are:

- To identify the needs of pupils with SEND as early as possible.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCO and curriculum leader 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 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 reports on their child's progress and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the schools SEND work.
- Work with and in support outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs by pupil voice surveys, SEND members on the school council, SEND pupils involved in interviewing for new staff.

Graduated Response



How we can support if you believe your child has Special Educational Needs

Before children start at our school:

Our EYFS have a staggered transition which aid to support pupils beginning their school journey. School have good links with outside agencies and work with the relevant agencies to ensure each child has a transition package which meets their individual needs. If a child starts Mapplewells Primary School and Nursery within another year group, we follow our admissions policy to ensure that each child's needs can be met before transitioning into our school and making the transition as smooth as possible.

In School:

All teachers are teachers of pupils with SEND and are responsible for identifying pupils with Special Educational Needs as early as possible. Teaching staff all practice quality first teaching and differentiation to ensure that individual children's needs are met and that all children achieve their academic potential.

Our SENCO co-ordinates the SEND provision throughout school liaising with parents, pupils, school staff and specialist advisers from the Local Authority and Health Service. When identifying children with SEND we follow the clear guidelines set out in the SEN Code of Practice 2014.

In order to assess if a child requires extra provision, we gather a range of information from on-going teacher assessments, end of year test results and liaising with parents, outside agencies and previous settings.

Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

At our school a range of specific, more specialised tests are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- B Squared assessments

- Single Word Spelling Tests
- Dyslexia Screening Test
- Phonics assessments
- Framework Boxall Profile
- Strengths and Difficulties Questionnaire
- Speech and Language Assessments

Where the school or a parent is concerned about a pupil having SEND they will meet to identify what can be done to address the pupil's needs. Where the child's needs are significant and external support is needed, then the SENCo will suggest that the pupil is discussed at the family of school's springboard meeting. This will mean that outside agencies may become involved as part of a 'graduated response.'

What are our arrangements for assessing and reviewing the progress of children with SEN?

As a school we measure children's progress in learning against National expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

Children who are not making expected progress are picked up through Pupil Progress Review meetings with the class teacher, Inclusion Lead and SLT. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The support provided consists of a four-part process: Assess, Plan, Do, Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

How we share your child's progress:

- We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on.
- If your child is identified as have special education needs then they will have a SEND Support Plan which will outline their strengths, areas of difficulty and individual targets. This is discussed and reviewed on a termly basis and parents are given a copy (usually at parents' evenings).
- SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it

is. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. In Autumn and Spring terms we hold Parents Evenings to discuss how children are doing. In the Summer term all parents will receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher.

What is our School approach to teaching pupils with special educational needs?

Teachers are responsible and accountable for the progress and development of all of the pupils in their class and therefore high-quality teaching and learning for all pupils is our first step in responding to pupils who have SEND.

This will be adapted for individual pupils to enable them to access the curriculum alongside their peers.

We make the following adaptations to ensure all pupils' needs are met by:

- Scaffolding and adapting our daily provision to ensure that all pupils are supported to access the curriculum alongside their peers for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our teaching, resources and staffing.

All staff have a copy of and refer to a document entitled 'High quality teaching for SEND' which contains strategies to support children in the classroom under the 4 areas of need.

There are also documents to support more specific adaptations in each of the individual subject areas.

How will the curriculum and learning be matched to a child's needs?

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with a variety of learning styles and needs. All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Every effort will be made to educate pupils with Special Educational Needs alongside their peers in a classroom setting, where appropriate. Whereas interventions will take place out of the classroom environment, in another area of the school.

To ensure that all staff are able to effectively personalise the curriculum to each child, we:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Provide regular training and learning opportunities for staff in all departments on the subject of Special Educational Needs and Special Educational Needs teaching. School staff should be up to date with

teaching methods, which will aid the progress of all pupils including those with Special Educational Needs.

- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

When it is identified that a child needs additional to in the adaptations of the classroom we will provide the following interventions:

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health	Sensory & Physical
Phonics Interventions Spotlight daily readers Whole word reading Subject specific interventions (pre/post teaching) Spelling scheme	Social stories Now/Next boards Visual timetables SALT – internal/external Visual prompts Inclusive technology Attention Autism	ELSA Lego therapy Reflection areas Emotion coaching trained adults Relationship-based approaches Attachment aware strategies Forest School	1:1 physiotherapy Sensory breaks Sensory circuits Inclusive technology

How are decisions made about the type and amount of support a child will receive?

At Mapplewells Primary School and Nursery we monitor and assess the progress of all children each term. Both class teachers and members of the Senior Leadership Team (SLT) have termly pupil progress meetings to discuss and plan what is needed for children not making expected progress. The SENCO will use this information and school assessment data to plan interventions for children using the 'Assess, Plan, Do, Review' cycle highlighted in the Code of Practice.

Where additional adult support is required, the leadership team considers the needs of individual children and the cohort. This is reviewed for the needs of the school regularly.

Some children may need additional support for learning, medical or behavioural needs. In these circumstances the school will make an application to our family of schools for additional funding. A very low percentage of children meet the criteria for additional funding and the leadership team decides who bids will be written for, alongside careful consideration of the bid criteria.

How will a child with SEND be included in activities outside the classroom, including school trips?

Mapplewells Primary School and Nursery is an inclusive school and as such we include all of our pupils, including those with SEND, in school trips and after school activities.

Risk assessments are completed for all our school visits and we specifically consider our pupils with SEND. We make careful choices of groupings and may raise our adult / pupil ratio if we feel this is required. When necessary we seek the views of the parent / carer when considering if a trip would be appropriate for a child with SEND.

Some pupils find the unstructured times of the school day difficult. These include before and after school and at lunchtimes. We offer a small group of pupils the opportunity of support with a midday supervisor at lunchtimes.

For our vulnerable pupils who find the start of the school day difficult, we offer a 'meet and greet' system, to ease the transition into the school day.

How do we support children's wider development and well-being?

We recognise that children's development and progress is not only measured by academic success and therefore provide support for pupils to improve their emotional and social development in the following ways:

- We have a school council and class councils in which all children are supported to have a voice.
- ELSAs (Emotional literacy support assistant) can provide support for those children who need more targeted emotional support.
- We have a sensory space which all children can access.
- Each classroom has a reflection area which all children can access.
- We can refer children to Forest School which is accessible on site
- We have a Family Support Worker who will work with the whole family to support positive outcomes for the child.
- We have two senior mental health first aiders.
- Children with SEND can access all extra-curricular activities and participation is actively encouraged.
- Attendance monitoring and support through our family support worker.

We also ensure that all members of our school community are treated with tolerance and respect.

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health
BSquared (Progression Steps)	SALT package BSquared (Autism Progress)	Boxall Motional



How do we know that the support in place is working?

We evaluate the effectiveness of provision for pupils with SEND through:

- Reviewing pupils' progress towards the outcomes on their pupil profiles
- Holding termly reviews with parents
- Reviewing the impact of interventions on a regular basis
- Listening to and capturing the pupils own voice and involving them in their reviews where appropriate
- Regular monitoring by the SENCO by visiting children in classes, speaking to staff and children and looking through the children's books
- Consulting with and taking feedback from outside agencies ➤ Holding annual reviews for pupils with EHC plans

For those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems:

Who is the school's special educational needs co-ordinator (SENCo) and what are their contact details?

Our School SENCo/Inclusion Lead is: Rebecca Richards

She can be contacted by telephone on: 01623 455 949

Email: office@mapplewells.notts.sch.uk

The SENCO takes day to day responsibility for the operation of the SEN Policy and the coordination of provision made for children with Special Educational Needs. According to the Code of Practice (November 2014) the responsibilities of the primary school SENCO are as follows:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision for children with Special Educational Needs.
- Liaison with and advice to colleagues.
- Overseeing support staff and provision in place for pupils.
- Overall responsibility for the records of pupils with SEN.
- Liaison with parents/carers.
- Contributing to in-service training.
- SEN Information Report Questions for Nottinghamshire Liaison with relevant external services

What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

A variety of training is undertaken on rolling plan of school CPD. This can either be in house or through external sources. Examples include: annual teacher assistant training conferences, FHT PLC meetings and courses, training packages provided from the Flying High TRUST and Notts County Council (which include a wide variety of learning and cognition needs, physical and medical updates, safe handling, communication and interaction) and SENCO training networks.

As specific needs arise the SENCo approaches specialists from a range of agencies (e.g. Educational Psychology) to seek advice about raising awareness of the specific type of SEN through the Springboard process, in line with the Ashfield Family of Schools policy. To enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought through specialist agencies.

Our Special Educational Needs Co-ordinator attends 'Family SENDCo Meetings' throughout the year, organised to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs

issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

In addition to being part of the Flying High Trust, our SENCo also attends Inclusion PLC Networks to discuss and develop the above mentioned with a different array of colleagues and professionals developing and establishing SEND support further within our cluster of Trust schools. At the close of each school year teachers hold meetings with the class's next teacher to discuss SEND information in preparation for the following year. Our support staff also meet with children with SEND who they will be working closely with next year to complete a passport to support the transition process.

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

With consent from parents, we regularly consult and meet with a range of agencies:

- Schools Inclusion Services (SIS)
- North Ashfield Partnership (NAP)
- Educational psychologists (EPS)
- Visual and hearing-impaired teams
- Physical Disability Specialist Service (PDSS)
- Speech and Language Therapy (SaLT)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)

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

We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. Reasonable adjustments will be made as necessary to improve accessibility for all.

The school site is wheelchair accessible. There are disabled toilet facilities including space to accommodate changing. Risk assessments and safe systems of work are in place to ensure the safety of all staff and children. We use symbols and visual timetables where appropriate.

What are the arrangements for consulting parents of pupils with special educational needs?

When a child's progress in any aspect of their development becomes a cause for concern, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes for the child and what the next steps are.

We will notify parents when it is decided that a pupil will receive SEND support and parents will receive a copy of the SEND support plan detailing their child's provision. This will formally outline the support the child is receiving and will include:

- The child's current assessments
- Their identified barriers and strategies to address these
- The pupil's own views
- A clear outline of the provision for the pupil and the intended and measurable outcomes.

Parents then continue to be included at every step of their child's journey through regular (at least termly) reviews of the support in place.

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

The class teacher, who has ultimate responsibility for a child in their class, is willing to support parents/carers' concerns. They are more than happy to discuss issues and find solutions in the first instance. After that, the school SENCO or Head Teacher can be contacted. Please call into school and ask to make an appointment. Otherwise, parents/carers should follow the school's complaints procedures, set out in the policy available directly from the school.

How does the governing body involve other organisations and services meet the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body delegates the day-to-day organisation and liaison to the SENCo and the Head Teacher.

The SENCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors is responsible for SEND and meets regularly with the SENCo. They also report to the Governors to keep all informed.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How do we seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and any others that are relevant to our particular school e.g. SBAPs.

Mapplewells Primary School and Nursery invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service.
- Behaviour Support Service.
- Speech and Language Service.
- Educational Psychology Services
- NAP and PSED team
- (SFSS) Schools and family support services

How will the school prepare a child/young person to:

[Join the school/setting?](#)

Transfer to a new school or setting can be an anxious time for both child and parent and we encourage visits to our school before applying. All children receive transitional visits to our school. Children with special education needs will also have additional visits in small groups and a passport book made.

The SENCO will meet with the child's previous school to ensure that our SENCo is fully aware of each child's needs and replicates provision where possible.

Early discussions are also had with parents to discuss the child's needs and provision that they feel would be necessary in our school, where possible we will ensure that this is put in place.

How do we support children with transition?

Many children with Special Educational Needs require additional transition visits to support the transition and familiarise the child with the new setting. A familiar staff member will usually accompany the child during the initial visit. When a child is transitioning to a new setting a staff member from the new setting will often visit the

children at Mapplewells. This provides an opportunity for the current and new staff to share assessments and strategies to support the child.

- We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, Ashfield Comprehensive, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We write social stories with children if transition is potentially going to be difficult. We also do group work to share worries and discuss solutions with our SENCO/ ELSA support.
- If your child has complex needs or Education Health Care Plan review will be used as a transition meeting during which we will invite staff from both schools to attend.
- In addition, any child who is identified as having complex needs will have an 'SEND SUPPORT PLAN'

Where is the school's local offer published?

Information regarding our school is on our website.

On the website you will find, our SEND policy and our local offer information. Nottinghamshire County Council website - SEND Local Offer www.nottinghamshire.sendlocaloffer.org.uk

This document was reviewed in September 2025 and will next be reviewed and updated in September 2026.