



Robert Shaw Primary and Nursery School

SEND Information Report 2025-26

1. What kinds of special educational needs does Robert Shaw Primary and Nursery School make provision for?	<p>Robert Shaw Primary and Nursery School is an inclusive mainstream school committed to meeting the needs of all pupils, including those with Special Educational Needs and /or disabilities (SEND). We provide for the following areas of need as categorised by the SEND Code of Practice 2014:</p> <ul style="list-style-type: none">• <i>Communication and Interaction Needs</i>• <i>Cognition and Learning</i>• <i>Social, Emotional and Mental Health Difficulties</i>• <i>Sensory and/or Physical Needs.</i>
2. 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?	<p>The SEND Code of Practice 2014 states that: <i>“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i></p> <ul style="list-style-type: none">• <i>has a significantly greater difficulty in learning than the majority of others of the same age, or</i>• <i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”</i> <p>At Robert Shaw, we gather information from parents/carers, children themselves and, where appropriate, other educational settings, health and care services. Pupils' progress is monitored by the class teacher. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. Discussions also take place in the half termly pupil progress meetings between the head teacher and class teachers. If your child is new to our school then information will be gathered and progress will be discussed with the previous school or nursery. Additionally, the SEND team track the progress of every child on the SEND register half termly.</p> <p>If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher and SENDCO, where your child's needs can then be discussed.</p>
3. What is our approach to teaching pupils with special educational needs?	<p>Robert Shaw is a fully inclusive school and recognises that quality first teaching is the first step in responding to all pupils, including those who have or may have special educational needs. All pupils are part of a mainstream class and access quality first teaching alongside their peers, where learning is differentiated and personalised for individual pupils to ensure progress.</p> <p>When a child is identified as having special educational needs and requires additional support, this support, or 'intervention', will be detailed in a provision map. This intervention may be small group work or individual 1:1 support, delivered either by the class teacher, teaching</p>

	<p>assistant or specialist teacher, and may take place within the class or in another area of the school. Class teachers and the SENDCOs regularly monitor the impact of these interventions and use this information to review and update provision maps half termly.</p> <p>Some pupils may also require different learning materials and/or specialist equipment e.g. iPads, wobble cushions, sloped writing desks etc.</p>
4. How do we consult parents and carers of pupils with special educational needs and involve them in their child's education?	<p>The SEND Code of Practice emphasises the importance of working in partnership with parents. At Robert Shaw we encourage parents to actively participate in their child's education. We have an open door policy where parents/carers are welcome to make appointments with the class teacher and/or SENDCO to discuss their child's progress and share information and any concerns they may have. Parents/carers can also contact school via telephone/email/Class Dojo, or request a home/school communication book where appropriate.</p> <p>Parents' evenings take place twice a year, usually in October and February, and provide an opportunity to review children's personal targets. This is followed by the annual end of year report where parent/carers can review their child's overall progress and comment on the provision which has been in place and whether it needs to continue. In addition to this, parents/carers of children in receipt of top-up (HLN) funding, or an Education Health Care Plan (EHCP), are invited to a formal Annual Review and transition meeting with the SENDCO at the end of the summer term.</p> <p>In some cases, parents/carers may be involved in the Priority Families process. In these cases, regular meetings are held with parents/carers and the relevant external agencies to discuss their child's needs and progress. All information from external agencies and other professionals will be discussed and shared with parents/carers.</p>
5. How do we consult children and young people with special educational needs and involve them in their own education?	<p>The SEND Code of Practice emphasises the importance of placing children and young people with special educational needs at the heart of decisions regarding their education and well-being. At Robert Shaw we encourage pupils to participate in their learning where possible by:</p> <ul style="list-style-type: none"> • Involving pupils in the setting and reviewing of their targets • Inviting pupils where appropriate to attend review meetings • Identifying with pupils which teaching and learning strategies work well for them • Inviting pupils' views about their learning. <p>Children with HLN funding and EHCPs are also invited to contribute to the Annual Review meeting through the 'My Views' documentation from an early age and to attend the meetings when they are older.</p>
6. How do we evaluate the effectiveness of the provision made for pupils with special educational needs? (How will parents and the school know how well pupils with special educational needs are doing?)	<p>Every child's progress is continuously monitored by their class teacher; this is reviewed half termly in reading, writing and maths. Targeted support is allocated for those children who are not making expected progress.</p> <p>If a child has been identified as having additional special educational needs the class teacher will create an individual, group or class provision map to track the extra provision and support being put in place. The provision map will detail the support in place for the child, the intended outcomes and the review date. Class teachers will review the provision map alongside the child and parents/carers. These maps are reviewed</p>

	<p>half termly in line with the children's progress. This information is shared by the class teacher to the Head Teacher or Deputy Head in termly pupil progress meetings.</p> <p>In addition to the above, the progress of children with an EHCP will also be reviewed at an annual review meeting with all adults/professionals involved with the child's education.</p> <p>The attainment and progress of all children at Robert Shaw are monitored by the Head Teacher, Deputy Head, SENDCO and other members of the senior leadership team through regular book scrutiny, lesson observations and learning walks to ensure that the needs of all children are being met.</p>
7. How do we adapt the curriculum and learning to match the needs of pupils with special educational needs?	<p>The school recognises that children are all individuals and learn in many different ways. To support these different needs the school delivers the curriculum in different ways, be it whole class, small group, or individual support. Within the school environment we have designated rooms for interventions and small group work, as well as a sensory room. Where appropriate, classrooms have individual work stations that children can access when required.</p> <p>We understand that children learn at their own pace so we closely monitor progress and review provision using personalised provision maps. We ensure that work is differentiated so that all children can access the curriculum. This is included on the class provision map. We also work in partnership with external agencies to review and adapt our environment and curriculum to best support the needs of all our children.</p>
8. How are decisions made about the type and amount of support pupils with special educational needs receive?	<p>The school budget, received from Transform Trust, includes money for supporting children with special educational needs. The Head teacher, in consultation with the school governors, decides upon the deployment of resources on the basis of needs within the school.</p> <p>Regular meetings take place between teachers and the SENDCO, as do discussions with the parents/carers of children with special educational needs. From this information the Head teacher and SENDCO decide what resources, training and support is needed. This is regularly evaluated and reviewed during progress meetings.</p> <p>Where judged appropriate, SENDCO may request additional funding from the Local Authority (HLN).</p>
9. How will pupils with special educational needs be able to engage in activities available to pupils without special educational needs e.g. school trips, after school clubs?	<p>We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. Thought is given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent any disadvantage.</p> <p>Where possible, provision will be made for all pupils to access all areas of the curriculum, including extra-curricular activities. We will always contact parents before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs a child may have to ensure full participation. Every trip is fully inclusive through undertaking pre-visit risk assessments. Additional members of staff are allocated as additional support if required.</p>
10. How do we support the overall well-being of pupils with special educational needs?	<p>The well-being of every child is paramount to us at Robert Shaw. We have a safeguarding policy in place which adheres to national guidelines. The designated safeguarding lead is the head teacher Karen Coker. The</p>

	<p>school also has additional DSL staff: Gareth Denman, Seeja Manjunath, Sami Taylor and Anna Chang.</p> <p>The school will keep in close contact with parents about a child's overall wellbeing. To support the development of positive emotional behaviours and friendship groups we have an Emotional Literacy Support Assistant, who helps support children's pastoral needs. We also have a 'worry monsters' for children to write down any concerns they have about any aspect of their school life. We use a range of interventions to support pupils' social and emotional development, including Time to Talk, Circle of Friends, Anger management intervention and Circle Time. We have a School Council for children to share their views and ideas. Class teachers also undertake weekly planned PSHE sessions, and themes such as bullying, antisocial behaviour and friendship are regularly addressed through whole school assemblies.</p>
11. Who are our Special Educational Needs Coordinators and what are their contact details?	<p>Seeja Manjunath is the SENDCo.</p> <p>The Head Teacher Mrs Coker is responsible for the day to day management of all aspects of the school, including SEND. We also have a SEND governor- Faith-Rose Chattaika.</p> <p>Parents are welcome to approach the school in person, initially via the office staff or class teachers. Alternatively, you can contact us by email or telephone.</p> <p>Email: admin@robertshaw.nottingham.sch.uk senco@robertshaw.nottingham.sch.uk Telephone: 0115 9155765</p>
12. How are teachers in school supported to work with pupils with special educational needs and what training do they have?	<p>The SENDCO have completed the National Award in SEND Coordination and regularly attend Transform SENDCO Network meetings to ensure that they are up to date with the latest developments in SEND provision and legislation.</p> <p>Robert Shaw aims to keep all school staff up to date with relevant training and developments in supporting the needs of children with special educational needs. Training is disseminated to teaching staff, teaching assistants, midday supervisors, carers and non-teaching staff. Staff have regular update training from the SENDCO through designated staff meetings.</p> <p>In addition to this, individual teachers and support staff attend training courses relevant to the specific needs of the children in their class.</p> <p>Recent training has included:</p> <ul style="list-style-type: none"> • Positive handling • Diabetes, Epi Pen, asthma training • Autism Awareness • Updates on relevant policies, provision mapping and HLN funding • Downs Syndrome training • Behaviour for Learning (Routes to Inclusion, Emotion Coaching)
13. What specialist services and expertise are accessed by the school?	<p>Robert Shaw builds strong working links with many external agencies in order to support children with special education needs.</p> <p>The following agencies are involved as and when required:</p> <ul style="list-style-type: none"> • School Health Team • Speech and Language Therapy Service (SALT) • Pediatrician/GP services

	<ul style="list-style-type: none"> • Child Adolescent Mental Health (CAMHS) • Autism Team • Behaviour Support Team • Educational Psychologist • Inclusive Education Service • Sensory Team • Routes to Inclusion • Occupational Therapy • Health Visitor Team <p>These services can either be accessed through a referral from class teachers and SENDCO, or a direct referral by parents themselves.</p>
14. How do school facilities and equipment support pupils with special educational needs? How accessible is the school?	<p>Robert Shaw is a two-storey building with a separate, purpose built EYFS unit which houses the nursery and reception classes.</p> <p>The ground floor of the main school and the whole of the EYFS unit are fully accessible via ramps leading up to the entrances. There is purpose-built separate disabled toilets both on the ground floor of the main building and within the EYFS unit. An accessibility plan is in place and is reviewed regularly.</p>
15. How does the school prepare and support pupils with special educational needs during transition periods (joining/leaving the school, moving between key stages/classes)?	<p>For pupils joining Robert Shaw, information is collected when pupils are admitted to school. This is achieved by:</p> <ul style="list-style-type: none"> • Talking to parents/carers about their child's needs. • Liaising with other professionals who may be working with the child. • Arranging a meeting with the SENDCO of the previous school if appropriate. <p>Class teachers and the SENDCO will be fully informed if there is any information regarding a pupil with a special educational need and/or disability.</p> <p>Where pupils leave Robert Shaw for another school/setting, our SENDCO team will contact the new school's SENDCO and ensure they know about any special arrangements that need to be made. All relevant records will be passed on to the new school, and where possible, a planning meeting will take place with the SENDCO from the new school to develop a transition programme appropriate to the pupil's needs.</p> <p>When moving classes in school, class teachers will have detailed discussions as pupils move from class to class and transition records will be updated and passed on. Transition booklets and extra visits to their new class familiarise pupils with their new class and new teachers before transition takes place.</p>
16. How does the school prepare and support pupils with special educational needs for adulthood and independent living?	<p>At Robert Shaw we teach a relevant curriculum which helps learners develop skills such as problem solving, good communication, resilience, independence and the ability to work with others. We are committed to ensuring that pupils achieve their full potential intellectually, socially, emotionally and physically, thereby preparing them to become responsible citizens who will make a positive contribution to society.</p>
17. What provision is in place for children with SEND who are self-isolating at home?	<p>Dependent upon the level of need, bespoke learning packs will be sent home for our children with HLN and EHCP's in order to meet their individual targets. Support will be given via telephone calls, Dojo, Showbie, and Microsoft Teams by their class teacher and key worker. (For further information please see our Remote Learning Policy).</p>

<p>18. What should parents/carers do if they have a concern or complaint about the provision made by the school?</p>	<p>At Robert Shaw we will always try our best to work in partnership with parents/carers and listen to any concerns you may have. In the event of a complaint, parents/carers should approach their child's class teacher/SENDCO (Mrs. Manjunath) first.</p> <p>If the issue is still unresolved then parents/carers can then request a meeting with the Head teacher (Mrs. Coker) or Deputy Headteacher (Mr. Denman). If parents are still not satisfied with the outcome then this would be passed on to the governors.</p> <p>If the issue is still unresolved then parents/carers should follow the school's complaints procedure.</p>
<p>19. Where can parents/carers access further information?</p>	<p>Parents/carers can visit the school website to access the SEND policy, this information report and the Local Offer.</p> <p>http://www.ppsnotts.org.uk/</p> <p>https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-young-people</p> <p>https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7</p>