



# Special Education Needs and Disabilities (SEND) Information Report September 2025

At Old Basford School, we welcome children with special educational needs and disabilities and ensure that all children are given the same high expectations of social and academic achievement. We aim to provide an environment in the school where all children can access a broad and balanced education and achieve their full potential. We make sure that pupils are given appropriate learning opportunities and that a range of provisions are put in place to engage pupils in a full range of activities and to overcome any barriers to their learning.

**What kinds of SEND are provided for at Old Basford?**

SEND stands for Special Education Needs and Disabilities.

At the time this annual report was written, Old Basford was supporting the following pupils with SEND.

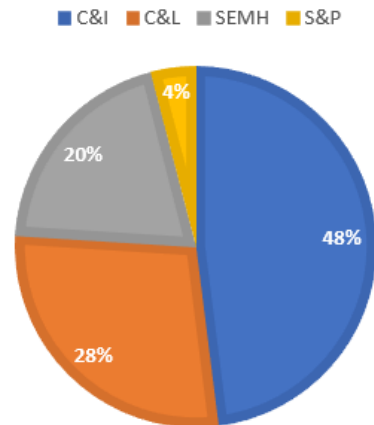
	Number of pupils	% of OBS pupils	National %
Pupils receiving SEN Support	73	16	14.2
Of which, are deemed to require local authority 'Higher Level Needs' funding (HLN)	17	7%	
And further, under an Education, Health and Care plan (EHCP)	7	1.5	5.3

The four main areas of need as outlined in The Code of Practice 2015:

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

Some children may have needs in more than one area. At Old Basford, the distribution of needs is shown below:

**DISTRIBUTION OF BROAD AREA OF SEN %**



<p><b>What policies will help me understand what happens at Old Basford?</b></p>	<p>A number of policies, which are all available on the school website, <a href="http://www.oldbasfordschool.co.uk/policies/">www.oldbasfordschool.co.uk/policies/</a> inform the way in which pupils with SEND are supported at Old Basford including:</p> <table border="0" data-bbox="439 252 2072 448"> <tr> <td>SEND Policy</td> <td>Accessibility Plan</td> <td>Disability Equality Scheme</td> <td>Intimate Care Policy</td> </tr> <tr> <td>Anti-Bullying Policy</td> <td>Behaviour Policy</td> <td>Equality and Diversity Policy</td> <td>Safeguarding Policy</td> </tr> <tr> <td>First Aid and Medicine Policy</td> <td colspan="3">Supporting Pupils with Medical Needs Policy</td> </tr> </table>	SEND Policy	Accessibility Plan	Disability Equality Scheme	Intimate Care Policy	Anti-Bullying Policy	Behaviour Policy	Equality and Diversity Policy	Safeguarding Policy	First Aid and Medicine Policy	Supporting Pupils with Medical Needs Policy		
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<p><b>How are SEND identified at Old Basford?</b></p>	<p>At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:</p> <p><i>“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i></p> <ol style="list-style-type: none"> <li><i>a) has a significantly greater difficulty in learning than the majority of others the same age, or</i></li> <li><i>b) 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-16s institutions.”</i></li> </ol> <p>Class teachers monitor all children continually and assess them termly identifying any children who have not made the expected level of progress. Where pupils’ academic attainment, their social or emotional development, or their ability to communicate and interact with other is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND support may need to be made.</p> <p>Information will be gathered, including seeking the views of parents and the pupil on the pupil’s areas of strengths and difficulties, any parent/carer concerns, planning any additional support the pupil may receive, discussing any referrals to outside professionals, to support your child’s learning, as well as information from the class teacher and their assessment data.</p> <p>There can be many reasons for children finding learning difficult. These may include absences, moving schools, having English as an additional language or worries that distract them from learning. This does <i>not</i> mean that <i>all</i> vulnerable learners have SEND. Only those with a learning difficulty that requires special education provision will be identified as having SEND.</p>												

	<p>A specific diagnosis is not required for children to be identified by the school as having SEND. Similarly, there may be children who have a specific diagnosis but with the right classroom adjustments, make good progress academically, socially and emotionally and therefore will not require any special provision.</p>		
<p><b>What approaches are used to teach children with SEND?</b></p>	<p>If a learner is identified as having special needs, we will provide support to overcome the barriers to learning that is <i>additional to or different from</i> the adapted approaches and learning arrangements normally provided as part of high quality, individualised teaching.</p> <p>This support is set out in a Pupil Support Plan based on the individual needs of the pupil and will follow a graduated response.</p> <p>The main methods of provision made by the school are:</p> <ul style="list-style-type: none"> <li>• Full-time education in class, with additional help and support by class teacher through a differentiated curriculum</li> <li>• In-class support with adult assistance</li> <li>• Periods of work with a group and a support teacher or assistant.</li> <li>• Some children may access our enhanced provision called The Willow.</li> </ul> <p>Within all support plans, we are mindful that some children can become overly dependent on staff and so we strive to develop a child's ability to tackle activities as independently as possible and encourage them to work with different staff members, where appropriate.</p> <p>There are many different ways and approaches of working with children to support their learning. These may include:</p> <table border="1" data-bbox="629 1042 1872 1449"> <tr> <td data-bbox="629 1042 1243 1449"> <p><i>For communication and interaction needs:</i></p> <ul style="list-style-type: none"> <li>• Attention and Listening</li> <li>• Speech &amp; Language support</li> <li>• Communication support</li> <li>• Makaton signs &amp; symbols</li> <li>• Music Interaction</li> <li>• Zones of Regulation</li> </ul> </td> <td data-bbox="1243 1042 1872 1449"> <p><i>For sensory or physical needs:</i></p> <ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• Proprioception activities</li> <li>• Dough Disco</li> <li>• Fine Motor Skills</li> <li>• Physio/OT programmes</li> <li>• BSL/Makaton signing</li> <li>• Administration of medicine</li> <li>• Personal care</li> </ul> </td> </tr> </table>	<p><i>For communication and interaction needs:</i></p> <ul style="list-style-type: none"> <li>• Attention and Listening</li> <li>• Speech &amp; Language support</li> <li>• Communication support</li> <li>• Makaton signs &amp; symbols</li> <li>• Music Interaction</li> <li>• Zones of Regulation</li> </ul>	<p><i>For sensory or physical needs:</i></p> <ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• Proprioception activities</li> <li>• Dough Disco</li> <li>• Fine Motor Skills</li> <li>• Physio/OT programmes</li> <li>• BSL/Makaton signing</li> <li>• Administration of medicine</li> <li>• Personal care</li> </ul>
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		<p><i>For cognition and learning needs:</i></p> <ul style="list-style-type: none"> <li>• Phonics support</li> <li>• Tutoring</li> <li>• Dyslexia support such as Toe-by-Toe</li> <li>• Pre teach for Maths, Reading and Writing</li> <li>• Catch up sessions</li> <li>• Precision Teaching</li> <li>• Switch On</li> <li>• AfL interventions</li> <li>• Skills-based interventions</li> </ul>	<p><i>For social, emotion and mental health needs:</i></p> <ul style="list-style-type: none"> <li>• Counselling</li> <li>• Pastoral group</li> <li>• Feelings and Emotions</li> <li>• Friendship groups</li> <li>• Circle of Friends</li> <li>• Social Skills groups</li> <li>• Anger management</li> <li>• Lego Therapy</li> <li>• Theraplay</li> <li>• Meet and greet</li> <li>• Check in/Check out sessions</li> <li>• Drop-ins</li> <li>• Personal behaviour approaches</li> <li>• Lunchtime and playtime support</li> </ul>	
<p><b>How is the curriculum and learning environment adapted for pupils with SEND?</b></p>	<p>Old Basford is an aspirational school for <i>all</i> of our pupils. Each one of them is valued as a unique individual and we set ourselves the goal of ensuring that they each meet their utmost academic potential and, in addition to this, unearth an individual talent beyond the academic curriculum.</p> <p>The curriculum is designed to engage all learners and to promote learning together and preparing our children to be lifelong learners and responsible citizens. We strive to create learners who are imaginative, persistent, inquisitive, disciplined and collaborative.</p> <p>The school environment, including classrooms are continuously adapted to meet the varying needs of the children. We have interventions spaces where 1:1 and small group work can take place. All of these spaces are calm, quiet and can be adapted to meet the needs of the children who are using them. Each classroom has access to a quiet space where children can go independently for time out or to self-regulate. Some children may require an individual workstation within their classroom and this would enable them to access the high-quality teaching from their class teacher whilst having a space of their own. Children can also access a sensory regulation room in both EYFS and in the main school building.</p>			

**How are children with SEND encouraged to engage and participate in opportunities?**

All children are entitled to access all parts of the school curriculum, including school trips and residential. We aim for all students to be included in extra-curricular activities too. We will always endeavour to provide the necessary support to ensure that this is successful and we liaise closely with parents to find ways to make such experiences as accessible as possible. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

Clubs, social events and opportunities to represent the school are open to all pupils and Old Basford, and we actively encourage staff to find ways to ensure pupils with SEND participate fully. Our school council uses pupil voice to gather information about the views of all children in school.

**How is progress of pupils with SEND assessed and reviewed?**

As part of our graduated response, we use a four-part cycle of:



*Assess* - We assess the pupil's needs by taking into consideration all the information from discussions with the child, their parents/carers, the class teacher and assessments. Assessments will also take the form of class observations, tasks, testing, Routes to Inclusion data and information provided by any external specialists. The use of BSquared assessment tool is used to assess progress where a child might take 'smaller steps'.

*Plan* -The team around the child will plan any interventions and support that need to be put in place to meet the child's needs and for them to make progress.

*Do* -The team around the child will implement the support plan for an agreed period of time. The support plan could include: in class support, small group support, 1-1 support, specific interventions or outside agency support.

	<p><i>Review</i> -The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the interventions and support have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child. Your child’s progress will be continually monitored by their class teacher and will be reviewed formally and tracked by the SENCO every term in reading, writing and maths.</p> <p>Whenever appropriate, the SENCO and team around a child will work with other agencies who may be able to offer advice and strategies to support their learning. This could be through the Inclusive Education Service (Autism Team, Behaviour Support Team, Educational Physiologists, Early Years Pathway, Learning Support team and Sensory Team) or via health services such as school nursing service, paediatricians, speech and language therapists or physiotherapist.</p> <p>While the majority of learners with SEND will have their needs met this way, some may require an Education, Health and Care Plan assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. In this situation, parents or carers will be fully involved and supported throughout the process.</p>
<p><b>How are parents of pupils with SEND involved in their child’s education?</b></p>	<p>Old Basford knows the importance of building positive relationships with parents and families within our school community and we believe that partnership between school and home is essential for children to truly thrive.</p> <p>Through parent consultations and end of year reports, teachers will share their attainment against age related expectations and the level of progress they have made against the targets laid out in the support plan. For many children, these reviews will take place as part of normal reporting arrangements, but there is always the opportunity for parents to meet with their child’s class teacher and the SENCO between these times. The SENCO will also be available at all pupil review evenings for further discussion and we encourage an “open door” approach whereby class teachers and the SENCO are accessible at the end of the day. Termly coffee mornings are another space for parents/carer of pupils with SEND to become involved.</p> <p>Where a pupil has more complex needs which require longer discussion, or have been deemed by the local authority to require additional higher-level needs funding (HLN), a termly review will be organised where the SENCO, parent/carer and the child’s team can meet to review and plan.</p>
<p><b>How are pupils with SEND involved in their education?</b></p>	<p>All children at Old Basford are encouraged to share their views about their education, progress and individual targets and staff will always be willing to listen to the feelings of the pupils in their care. Children with SEND are involved in setting and reviewing their targets for the support plans with their class teacher and wider team.</p>

	<p>Children with an EHCP are invited to contribute their views in their annual review meeting and they can either attend the meeting in person or send their views to be shared on their behalf.</p> <p>Part of the SENCO's role is to capture the voice of pupils with SEND and advocate on their behalf. This happens through pupil interviews, observations and informal discussions.</p>
<p><b>How are pupils supported as they move between different stages of education?</b></p>	<p>We recognise that change can be difficult for some children with SEND, so we take steps to ensure their transitions are as smooth as possible.</p> <p>When a pupil with SEND joins Old Basford:</p> <ul style="list-style-type: none"> <li>• We will work closely with your child's nursery or school setting and gather as much information as we can about your child from all the professionals involved.</li> <li>• We may arrange to meet you and your child in your home setting if appropriate.</li> <li>• We welcome you to come and visit the school with your child.</li> <li>• We may invite your child to start on a reduced timetable in order to build up their time in school successfully.</li> </ul> <p>When moving to a new class:</p> <ul style="list-style-type: none"> <li>• Where necessary, we will create transition booklets containing photos of your child's new class, teacher and teaching assistants.</li> <li>• All children will meet their new teacher/teaching assistant during 'class swap' sessions.</li> <li>• Where appropriate, your child may have additional visits to their new classroom or spend additional time with their new teacher/teaching assistant</li> <li>• We will pass on information to the new team around your child to ensure they are fully aware of your child's SEND.</li> <li>• New teachers may be invited to the termly review meeting before receiving your child into the new class.</li> </ul> <p>When your child has been allocated a place at a secondary school, our SENCO will start to liaise with their SENCO.</p> <ul style="list-style-type: none"> <li>• Information about SEN will be shared on the Transition portal as part of the local authority's transition process</li> <li>• We will meet with the SEN team at the secondary school to share information and discuss the provision and support that we have put in place for your child.</li> <li>• We will arrange extra visits to the secondary school if necessary.</li> <li>• We will arrange for outside agency support (The Autism Team and Learning Support Team) to be put in place if we feel that your child would benefit from this.</li> </ul>

**What training to staff receive in order to support children with SEND?**

Naomi Heywood is an experienced teacher and has been SENCO at Old Basford for three years. She has undertaken the National SENCO Award and attends regular network and training run by Nottingham Schools Trust and Nottingham city local authority.

All staff are trained to deliver quality first teaching to all children, including those with SEND. Once the school have identified the needs of the children with SEND, the SENCO and Senior Leadership Team decide what training and support is required. We have ongoing CPD opportunities for all staff throughout the year. We work closely with outside agencies to provide training and support to school staff.

Recent training has included:

- Universal design for inclusion
- Trauma-informed practice
- Adaptive teaching approaches
- Pupil support plans
- Early communication skills
- Theraplay
- Makaton-using signs and symbols
- Aided Communication methods
- RPI-Physical intervention
- First Aid
- Attachment Training
- ACES (Adverse Childhood Experiences)
- Emotion Coaching
- Routes to inclusion
- Resilience
- Zones of regulation
- Scaffolding learning

Wherever necessary, continued professional development is provided and all staff are encouraged to identify areas where further training would be beneficial. We work as a team to disseminate training to ensure the whole school develops and all pupils can benefit.

<p><b>How will staff across the school support my child?</b></p>	<p><i>The Class Teacher:</i> Responsible for...</p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCO) know as necessary.</li> <li>• Writing individual targets and pupil support plans, and sharing and reviewing these with parents once each term.</li> <li>• Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> <li>• Adapting planning and teaching to suit all the learners in the classroom.</li> <li>• Ensuring the curriculum is suitably challenging for all learners with SEND.</li> </ul> <p><i>The SENCO: Mrs Naomi Heywood</i> Responsible for...</p> <ul style="list-style-type: none"> <li>• Providing professional guidance to colleagues and works closely with staff, parents and other agencies.</li> <li>• Writing SEND Information Report which must be published on the setting website and updated annually.</li> <li>• Overseeing day to day operation of the school’s SEND policy.</li> <li>• Co-ordinating provision for children with SEND.</li> <li>• Advising on a graduated approach to provide SEND Support.</li> <li>• Liaising with parents of pupils with SEND regularly.</li> <li>• Liaising with a range of external agencies including the autism team, school health, educational psychology, behaviour support, learning support team and paediatricians.</li> <li>• Managing the transition process all the way through to secondary.</li> <li>• Ensuring school keeps the records of pupils with SEND up to date.</li> <li>• Working with head teachers and school governors with regards to reasonable adjustments and access arrangements.</li> </ul> <p><i>The SEND Governor: Mr David Lawson</i> Responsible for...</p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is given for any child with SEND who attends the school.</li> <li>• Supporting and challenging the Head teacher and SENCO with regards to SEND within the school.</li> </ul>
<p><b>How does Old Basford support the emotional and social</b></p>	<p>We want to ensure that children with SEND have the emotional and social skills that they need to thrive. We acknowledge that having special educational needs may make a child more vulnerable and want to ensure that we protect and empower them.</p>

<p><b>development of pupils?</b></p> <p><b>How is bullying prevented for pupils with SEND?</b></p>	<p>We have a robust safeguarding policy and protocol in place. Children’s health and well-being is paramount. All staff have a responsibility for the children’s overall well-being. This is supported within the classroom through PSHE (Personal, Social and Health Education) lessons, RSHE (Relationships, Sex and Health Education) as well as through assemblies and themed days. Where pupils have needs that mean they struggle to access such learning, we actively ensure that these important messages are delivered in relevant and accessible ways.</p> <p>Where appropriate, plans are put in place to support a child’s well-being following consultation with pupils and their parents/carers. We follow guidance, if necessary, from trained health professionals to meet any additional health, medical and personal care needs of individual children.</p> <p>If your child has a health need, we will work closely with medical practitioners. We will administer prescribed medication following our medication policy where appropriate. Personal Care is conducted discreetly and with dignity whilst fostering independence whenever possible. We work with the School Nurse Service, which provides support for individual children with differing needs, and with CAMHS (Child and Adolescent Mental Health Services) if your child needs that level of support. We also work closely with Social Care when appropriate.</p> <p>At Old Basford, we have a pastoral team who are timetabled to provide 1:1 and group support for emotional and social development. Children can also access counselling within school times. Through a broad and balanced curriculum, opportunities within school including school council, assemblies, performances, sporting opportunities and after-school clubs, we aim to continually develop the self-esteem and social skills of all of our children.</p> <p>As can be seen through our Anti-Bullying policy, staff and pupils are vigilant and there is a culture of ‘upstanding’ and speaking out about worrying behaviours. Children are listened to and concerns acted upon.</p>
<p><b>How does Old Basford evaluate how good its provision is for pupil with SEND?</b></p>	<p>On entry to Reception and at the end of Y6, all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally. A phonics screening check in Y1 and a multiplication check in Y4 are also statutory assessments. The achievements of pupils with SEND are evaluated at these points.</p> <p>Where children have a pupil support plan based on specific targets set, progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made. The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child’s education.</p>

	<p>The SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place. Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is excellent.</p>
<p><b>Who should I contact for support?</b></p>	<p>The Class Teacher  Mrs Naomi Heywood (SENCO)  Mrs Lydia Jones (Assistant Head Teacher - Inclusion)  Mrs Laura Duffin (Head Teacher)  Mr David Lawson (SEND Governor)  Mrs Shona Spilsbury (Safeguarding and Attendance Officer)</p>
<p><b>If I have a concern or a complaint, what should I do?</b></p>	<p>We always try our very best to work with parents/carers and listen to any concerns you may have. We therefore ask that you contact your child's class teacher first and if you feel the matter is unresolved you can also speak to Mrs Naomi Heywood (SENCO), Mrs Lydia Jones (AHT for Inclusion) or Mrs Laura Duffin (Head Teacher).</p> <p>However, if a parent/carer continues to be unhappy about the provision for their child then a formal complaint can be made to the Chair of Governors as laid out in the Complaints policy which is available on the school website.</p>
<p><b>What wider support can I access beyond Old Basford?</b></p>	<p>We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child, we will always obtain written parental consent. Parents/carers will be kept informed of any feedback and we will share written reports where appropriate.</p> <p>Parents/Carers of children with SEND can also access support from the following</p> <ul style="list-style-type: none"> <li>• Ask Us Nottinghamshire:  <a href="http://www.askusnotts.org.uk">www.askusnotts.org.uk</a> or call them on 0800 121 7772</li> <li>• The Nottingham City Council Local offer:  <a href="https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7">https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7</a></li> <li>• The Government guide for Parents and Carers:  <a href="https://www.gov.uk/government/publications/send-guide-for-parents-and-carers">https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</a></li> <li>• The National Autistic Society:  <a href="https://www.autism.org.uk/about/family-life/parents-carers.aspx">https://www.autism.org.uk/about/family-life/parents-carers.aspx</a></li> </ul>