Edale Rise SEND Information Report 2026-27

1.Special needs at Edale Rise
Edale Rise is a mainstream school. We actively aim to include children with a broad range of special needs. We aim to provide every child with access to a broad and balanced education, through an ambitious, aspirational and high quality curriculum, in line with the *Special Educational Needs Code of Practice* and *the Ofsted Education Inspection Framework*.

2. Identifying children with special needs
How does the school know if children need extra help?
Children are identified as having SEND in 2 main ways;

- All children are regularly assessed and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored. Some of the strategies we use to assess are included in the SEND policy and below.
- Children are also assessed by outside agencies and specific diagnosis may be made. Where outside agencies are involved the school will work alongside them in collaboration with the family.

What should I do if I think my child has special educational needs?
Any concerns about a child's needs should be raised through the class teachers or the SENDCo: Elizabeth Fisher.

3. Provision for children with SEND
The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess-Plan-Do-Review
This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess: *How does the school decide if a child needs extra support?*
The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and pupils is used to identify needs. Advice may also come from external support services.
Plan: *What type of support and how much support will my child get?*
Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum. Again advice from outside agencies including the Inclusive Education Service (Learning Support Team, Autism Team) the Educational Psychologist, the NPST pathway and speech and language therapists may be accessed. Class teachers work alongside the SENDCo to plan the most appropriate strategies and interventions.

DO: *How will the school staff support my child?*
Support may involve use of differentiated support or the adaptation of the curriculum. The curriculum may be adapted through scaffolding, adapted resources (such as manipulatives/ ICT) and by support from teachers and teaching assistants. Interventions may involve group or one-to-one teaching both in class and away from the main teaching.
In some cases specific schemes of work (including for social and emotional difficulties) and interventions will be used.
Examples of the interventions we use include English interventions such as reading fluency, active literacy, additional phonics, speech and language programmes; same day maths interventions, pre-and post-teaching and use of concrete resources; and Special Play therapies, nurture groups or mentoring to help with self-esteem, anxiety and managing feelings.
Children who have a special need may have the targets and strategies they are working on recorded on a Provision Map or Target Tracker. If so, this will be reviewed termly and discussed with both the pupils and their families at review and/or parent meetings.
A very small number of children will have higher level needs that require the school to request support and additional funding from the Local Authority.
Review: *How will school and I know how my child is doing?*
Children with SEND are carefully monitored at termly progress meetings.
Intervention work is reviewed termly by the SENDCo with class teachers and teaching assistants, using teacher assessments, specific test results and observations. This is reported back to the governors by the Head teacher.

Parents will be offered a chance to discuss progress at parent meetings but can request additional meetings with the class teacher and/or SENDCo at other times. Team Around the Child (TAC) meetings where support from other agencies is necessary may also happen as termly review meetings. A home school communication book may be set up where daily contact is needed.

Additional Support
Some children will have extra help from another adult to achieve targets from their Provision Map.
A few children may benefit from support and advice from other sources and specialists.
A very small number of children will have higher level needs that require the school to request support from the Local Authority, Speech and Language Therapy or services such as Physiotherapy and Occupational Therapy.
As of September 2026, Edale Rise has opened an Inclusion Base to meet the needs of children with complex needs, particularly those with communication and interaction needs. This class is led by the SENDCo and has a high staff:pupil ratio. There is a separate Inclusion Base rationale document available on the school website that details the provision available in the Inclusion Base.

Funding
Element 2 funding (school level Special Educational Need). Some children will need additional support other than that normally provided by the classroom teacher. This funding comes directly into the school's budget.
HLN funding (higher level need). A few children may have a specific diagnosis that requires additional help. This may be complex or more severe needs which require more consistent adult support to access the curriculum. The SENDCo has to put in a request to the Local Authority to access this funding and it is decided on by the Local Authority SEND panel.
Medical funding If a child has complex medical needs which require some form of physical intervention we may be eligible to access this funding.

How will the school support my child to be included in activities outside school including school trips?
We will aim to include all children in extra activities. Where necessary we will work alongside families and support services to ensure children access a broad and balanced curriculum. We also aim to make sure all children are have equal access to school life including clubs, school council and in the day to day roles and responsibilities in school.

4. SEND Coordinator (SENDCo)

The SENDCo has responsibility of ensuring that there is a consistent approach to special needs and that the above process of: Assess-Plan-Do-Review is completed and monitored for its effectiveness. It is also the responsibility of the SENDCo to ensure the views of families and pupils are taken into account and that there is clear communication. Information about the roles and responsibilities in school concerning SEND can be found in more detail in the SEND policy.

Further information about SEND at Edale Rise can be found in our SEND policy available on the school website and from the SENDCo: Elizabeth Fisher, via: admin@edale-rise.nottingham.sch.uk

5. Specialist Expertise

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

Edale Rise invites and seeks advice and support from external agencies in the identification and assessment of and provision for SEND. The SENDCo is the designated person responsible for liaising with other agencies (see policy for more information). Edale Rise is a Transform Trust Academy school and, as such accesses further guidance, support and training through the Associate Heads and the Trust training programmes. Jo Jeffs is the Trust Associate Head for SEND and Emma Hampton the Trust Director of Inclusion.

What training have the staff supporting SEND ?

Many of our staff have attended specialist training including: autism awareness, ADHD, play therapy, dyslexia, Makaton, social and emotional wellbeing and positive behaviour management.

Our school operates the following training programmes:

- Transform Teaching and Learning Alliance- all staff have opportunities to attend a variety of training through the Alliance.
- Transform Academy Trust – all staff have opportunities to attend a variety of training through the Trust and Trust schools.
- Transform Academy Trust SENDCo Network - the SENDCo will attend specific SEND training events.
- Local Authority SENDCo Network – the SENDCo may attend specific SEND training events and also may attend the Local Authority annual conferences.
- Teachers and TAs may attend Local Authority professional development.
- Specialist training from external agencies such as Inclusive Education Service, Educational Psychology Service, Speech and Language Therapy, Health Service Community Training.
- Individual staff also attend training to support specific needs.

6. Equipment and Facilities

How accessible is the school both outdoors and indoors?

Physical Environment

To ensure that we make 'all reasonable adjustments' (Code of Practice Introduction, Section XX) the leadership team seeks advice from relevant services when new children are admitted who may have additional physical needs and accesses the higher cost equipment fund where necessary to assist with any adaptations.

Early Years Foundation Stage building

The building is fully adapted to accommodate children with a physical need. There are steps and a ramp to the entrance of the single level building. Children can use these steps and ramp to access the outdoor areas. There are handrails on all steps and ramps; yellow paint identifies the edge of steps for children with a visual impairment. The doors are all wide enough to accommodate wheelchairs. There are toilets in the nursery and reception areas as well as a disabled toilet with adjustable-height changing facilities.

Main School (KS1 and KS2)

The single level building is fully adapted to accommodate children with a physical need. Access to KS1 through the Main Entrance is on one level and there is a ramp access to all KS2 classrooms. The doors are all wide enough to accommodate wheelchairs. There is a disabled toilet and a designated private space with adjustable-height changing facilities. The car park has 1 disabled car parking space.

Assistive technology
In school we use technology to support the children in a variety of ways. We have apps for iPads to support children with different needs. We may use computer-based interventions to support the children with dyslexic tendencies.

School has a purpose-built accessible sensory room.

7. How can parents get involved?
We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to Parents' Meetings and, where relevant, review meetings to discuss concerns, progress and their child's Provision Map and targets. Information on support agencies is available from the SENDCo. Parents/carers receive a letter about Special Educational Needs if their child is included in the Special Educational Needs register and details about Special Educational Needs provision at Edale Rise is also available on the school website.

We can always be contacted for an appointment to discuss other concerns:

- Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.
- The SENDCo, Elizabeth Fisher, can be contacted by phoning the school office or emailing: admin@edale-rise.nottingham.sch.uk

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to other specialist organisations where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted in relation to SEND matters.

8. Pupil view
Where able, children may be asked to review meetings to contribute their view on the provision they are accessing and how they feel they can best be supported. Some children may have additional provision from a mentoring support teaching assistant to allow time to express their views and feelings and they are also able to access a weekly 'chatterbox' provision to address any school-based concerns. Pupil voice audits and interviews take place on a regular basis across a range of subjects.

9. Complaints Procedure
If a parent or 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 SENDCo, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.
The School complaints Policy is on the school website or available on request from the school office.

10. Role of Governors in accessing support for SEN
Governors have a responsibility to ensure children with SEND can access services by:

- Determining school's general policy
- Appointing the 'person responsible' for Special Needs (SENDCo)
- Having regard to the Code of Practice in all decisions
- Establishing the appropriate staffing and funding arrangements and maintaining an overview of the school's work

- Ensuring that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Working with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision.
- Ensuring that necessary provision including accessing other services is made for any pupil who has special educational needs and that all pupils are fully included.

11. Important contacts

Parents / Carers seeking advice if they have a concern about their child or universal provision can contact the following:

- Elizabeth Fisher, school SENDCo : admin@edale-rise.nottingham.sch.uk Tel: 0115 9150810
- Ask Us Nottinghamshire (advice for families with a child with a disability or special educational need): 0800 121 7772; email – askus@futuresforyou.com; website: www.askusnotts.co.uk
- Autism East Midlands: www.autismeastmidlands.org.uk
- More information about the local offer available in Nottingham City can be found on the Nottingham City Council website: www.asklion.co.uk
- Information for children and young people with disabilities in Nottingham can also be found through Disability Support: 0115 978 5095; website: www.ddnottingham.com
- Sneinton Children's Centre; Tel: 0115 9586892; website: www.sneintoncommunity.co.uk
- Nottingham Central Library; Tel: 0115 915 2828; website: https://www.nottinghamcitylibraries.co.uk/library/nottingham-central-library
- Epic partners; Tel: 0115 8372021; website: www.epicpartners.co.uk

12. Transition

Transition into school, between classes and onto a next school is carefully managed by all staff. At the end of each year the class teachers hold meetings with the children's new teachers. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc. The SENDCo forwards the latest class conference sheets and class/individual provision maps to new class teachers. Some children will receive a transition booklet to take home to support with familiarising themselves with their new teachers and classroom.

Transfer to KS3

The SENDCo liaises with the SENDCo Team at Nottingham Academy and other secondary schools to discuss and pass on relevant information. Children take part in transition programmes and, where necessary, additional visits and meetings can be arranged for children with additional concerns and/or special educational needs. Parents can also request additional visits and meetings. We also liaise closely with the heads of Year 7, SENDCos and the pastoral assistants.

Transfer forms are completed by the SENDCo/class teacher and relevant documentation is transferred, indicating the child's needs and placement on register, relevant assessments and nature of current support.

13. The Local Offer

The information in this report outlines the local offer at Edale Rise Primary and Nursery school. Details of the local offer provided by Nottingham City Council can be found on their website: www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7

Arrangements for reviewing, monitoring and evaluating this report:

The effectiveness of this report will be reviewed annually by the Senior Leadership Team and by relevant members of the Governing Body. Interim amendments may be made to reflect current practice and local or national developments.

Date of next review: September 2027