

St Margaret Clitherow's Catholic Academy

Special Educational Needs Information Report 2025



*“Love One Another as I have Love You”
John 13:34-35*

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OUR SCHOOL VISION

At St Margaret Clitherow Catholic Primary & Nursery School, Governors and staff value each child as a unique individual, made in the image and likeness of God, with their own special gifts and talents.

We believe it is essential to provide a well-balanced, ambitious and challenging curriculum for all pupils. We are committed to ensuring that every child, including those with Special Educational Needs and Disabilities (SEND), has the right to a high-quality, accessible and inclusive education.

Our aim is to secure the best possible outcomes for every child, preparing them for lifelong learning and future success. We believe that children should develop the skills, knowledge and confidence needed to thrive academically, socially, physically and spiritually.

We endeavour to raise aspirations and expectations for all pupils, including those with SEND, and we are committed to providing every opportunity for children to develop their full potential. This commitment is reflected in our inclusive ethos, our teaching practice and our school policies.

OUR AIMS FOR PUPILS WITH SEND

At St Margaret Clitherow Catholic Primary & Nursery School, we aim to:

- Provide a high-quality education that enables every child to succeed to the very best of their ability, with the support they need.
- Create a safe, nurturing and loving environment where all pupils feel valued and ready to learn.
- Ensure that all pupils have equal opportunities to participate fully in school life.
- Work in close partnership with parents and carers to support every child's development and wellbeing.
- Deliver an inclusive curriculum that is accessible to all pupils, regardless of need or ability.

KEY STAFF

All class teachers take overall responsibility for pupils with SEND in their class.

Miss O'Neill is the Special Educational Needs Coordinator (SENCO) and works closely with all class teachers and is responsible for overseeing the provision of SEND across the school.



Contact can be made with Miss O'Neill via the school office on 0115 915 0296 or via email at admin@st-margaretclitherow.nottingham.sch.uk or via your child's class teacher.

The governor responsible for SEND at St Margaret Clitherow is Patricia Bradley

WHAT IS SEND?

The SEND Code of Practice (2014) defines SEND as,

- A child or young person has SEN 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:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 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.”

Special education provision means (CoP 2014),

Educational provision which is additional to, or different from, the educational provision made generally for pupils of the same age in maintained school.

At St Margaret Clitherow Academy, a pupil entered on the SEND register will have a significantly greater learning difficulty or disability that requires provision that is additional to and different from that received by the majority of the other children in their class.

SEND AT ST MARGARET CLITHEROW

St Margaret Clitherow is a fully inclusive school and welcomes pupils with a variety of need. The SEND Code of Practice sets out four broad areas of need. However, in practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. Our aim is to provide for each pupil the support they need, providing a tailored approach to their learning.

COGNITION AND LEARNING

Some children may learn at a slower pace or find certain areas of learning more challenging. They may need additional support with reading, writing, maths or memory skills. This area includes specific learning difficulties such as dyslexia.

COMMUNICATION AND INTERACTION

Some children may find it difficult to understand language, express themselves clearly, or communicate with others. This can include speech and language difficulties or conditions such as Autism. These children may need extra support to develop social and communication skills.

SOCIAL EMOTIONAL AND MENTAL HEALTH (SEMH)

Some children may struggle with managing their emotions, behaviour or relationships with others. They may need support to build confidence, resilience and positive social skills.

SENSORY AND PHYSICAL

Some children may have a physical disability or sensory difficulty, such as hearing or vision impairment. They may require specialist equipment, adaptations or additional support to access learning fully.

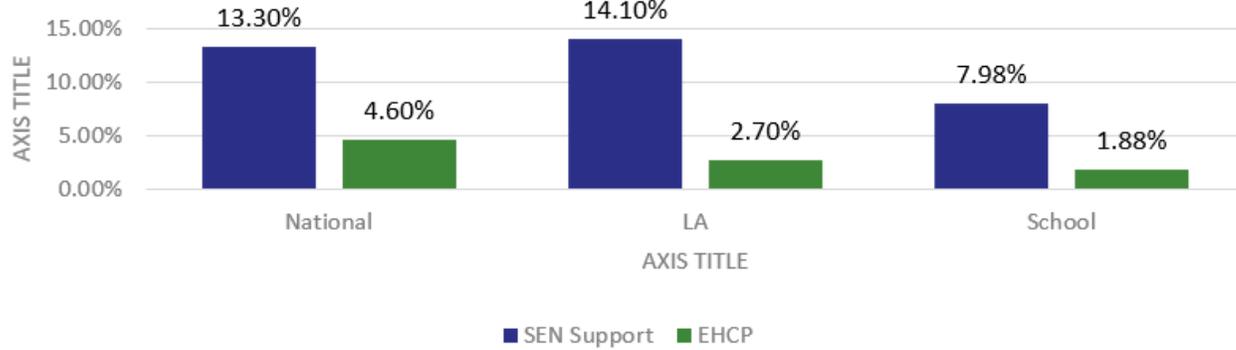
KINDS OF SEND AT ST MARGARET CLITHEROW

This is not an exhaustive list. Every child is unique. Our aim is to work closely with parents to ensure that each child receives the support they need to thrive.

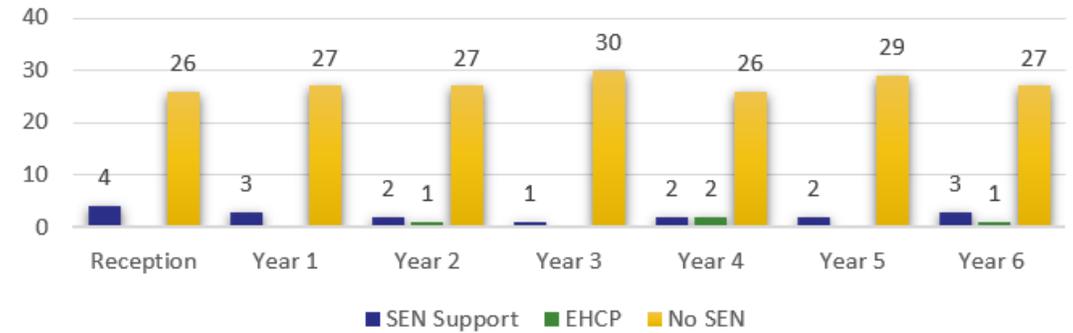
SPECIFIC LEARNING DIFFICULTIES	MODERATE OR SEVERE LEARNING DISABILITIES	PROFOUND AND MULTIPLE LEARNING DISABILITIES
Children who have been diagnosed with a specific need such as dyslexia or dyscalculia	Children have a condition which affects their cognitive abilities, such as a global delay	Children who have a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent.
NEURODIVERSE	VISUAL IMPAIRMENT	SEMH
children diagnosed with either Autism or Asperger's Syndrome.	Children with any visual difficulties or sight loss.	Children who struggle to understand their feelings and emotions and find social situations difficult, including children with PDA or trauma
HEARING IMPAIRMENT	PHYSICAL DISABILITY	NO SPECIFIC ASSESSMENT
Children with any hearing difficulties or hearing loss.	Children who have a physical need.	Children who are experiencing learning difficulties but currently do not have a specific diagnosis.

SEND AT SMC IN 2024-2025

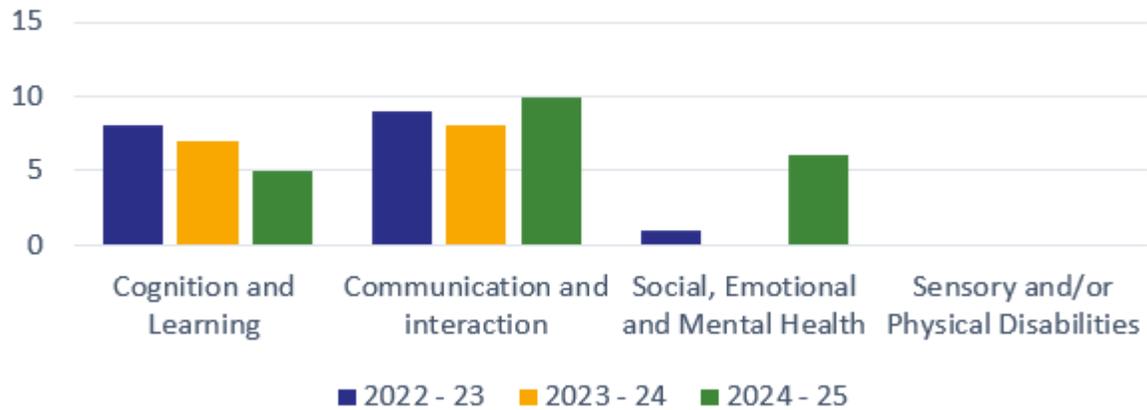
Percentage of Children with SEN 2024-25



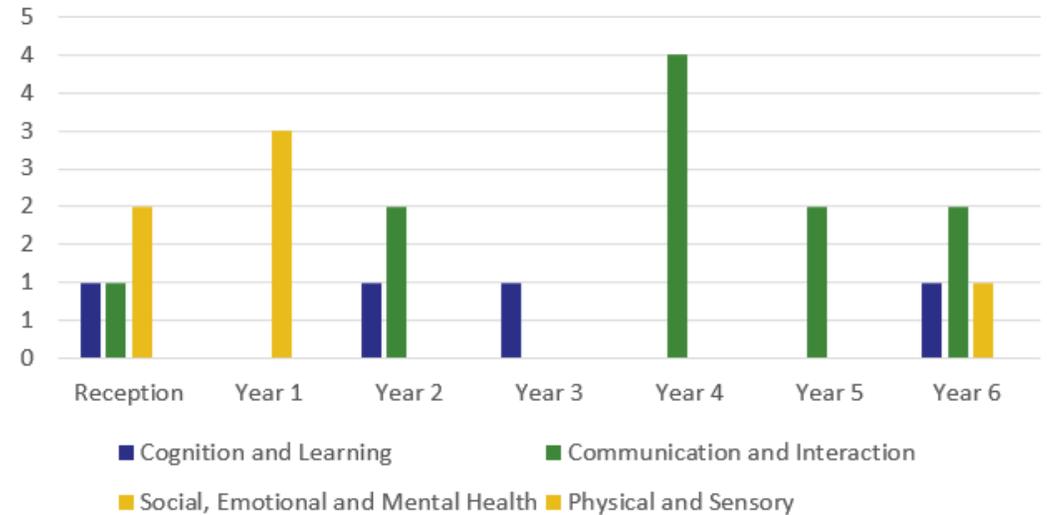
Students with SEN by Year 2024-25



Broad Area of Need Three Year Trend



Broad area of need by year group



IDENTIFYING PUPILS WITH SEND

We know when a child needs additional support if:

- Concerns are raised by parents/carers,
- A pupil starts at the school with external agency support already in place,
- Concerns are raised by the class teacher
- Concerns are raised by the pupil's previous school

We follow a clear process for monitoring and supporting all pupils in school that allows us to identify early the needs of all pupils.

Assessment of our pupils is carried out regularly through formative and summative assessment methods and continues throughout their time with us.

We do this by:

- Analysing assessment data no less than half termly to identify children who are not meeting age related expectations
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Carrying out termly pupil progress meetings with Senior Leaders.
- Providing all adults with the opportunity to discuss concerns at any time.
- Liaising with parents regularly.
- Liaising with previous class teacher or previous school if child has recently moved to the school.

SEND PATHWAY

Our SEND Pathway and graduated approach

Universal Provision

Quality First Teaching
Small Group Classroom
Interventions

SEND Concern

Children who are not making progress despite QFT and 2 terms of classroom interventions
Teacher to complete SEND Concern form and have initial discussions with parents regarding needs
Teacher to identify key areas of needs through assessment and observation
Discussion with the SENDCO, who will advise on next steps and strategies to use in the classroom
Review after 1 term

SEND Support

Specifically for pupils who require support which *is additional to or different* from their peers and who require multi-agency support.
Parents made aware when added to register.
Learning plans completed by the class teacher and reviewed by the SENDCO every term, outlining SMART targets and provision
Progress meetings 3 x yearly meetings (including 1 x annual transition with new teacher)
Ongoing Support from outside agencies if needed
Personalised termly tracking using ARE/PIVATS
Ongoing use of personalise curriculum or significant adaptations
May or may not have diagnosis of need
May be eligible for, or in receipt of, HLN funding

EHCP

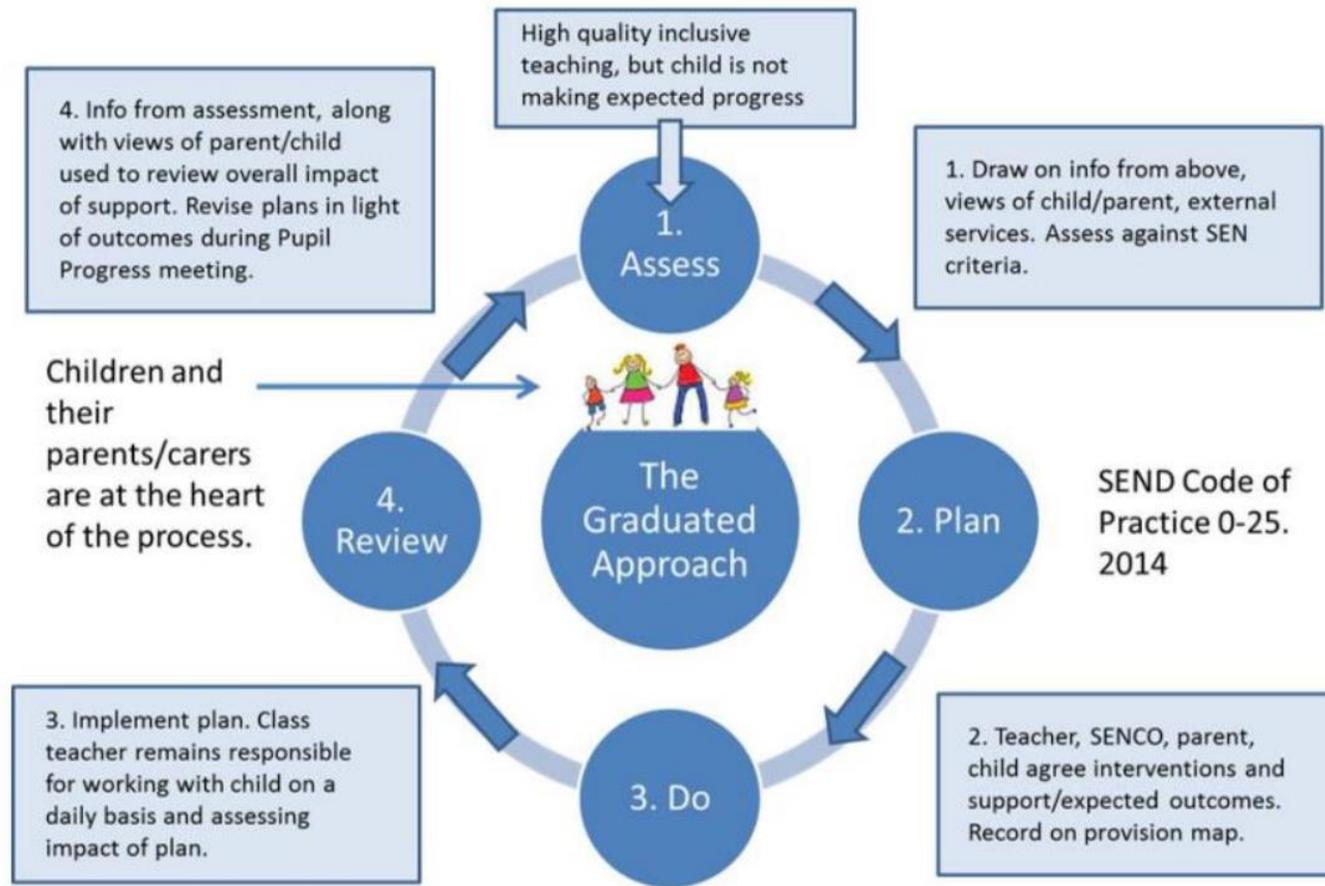
Highest level of mainstream support for those with range of outside agencies.
Applications for EHCP's only made following two cycles of ADPR (two academic terms)
3 x SEND Reviews per year including 1 x Annual Review submitted to LA
These pupils may be eligible for a nonmainstream school place May be in receipt of HLN funding

At St Margaret Clitherow Catholic Primary & Nursery School, we follow a clear pathway, known as a graduated approach, to identify and provide the right level of support for each child.

- Quality First Teaching - High-quality teaching is provided to all pupils in every classroom. Lessons are carefully planned and adapted to meet different learning needs. Most children's needs are met through this strong classroom practice.
- SEND Concern - If a child needs additional support, the class teacher and SENDCO carefully monitor their progress and specific needs. Adjustments may be made, and strategies are put in place to help the child succeed
- SEND Support - If further support is required, the child is placed on the SEND register. Targeted interventions and additional provision are put in place, and parents are invited to termly review meetings to discuss progress and next steps.
- Education, Health and Care Plan (EHCP) An EHCP is a legal document issued by the Local Authority for children with more complex or long-term needs. It outlines the specific support required to ensure the child can access learning and make progress. We work closely with parents at every stage to ensure that each child receives the right support at the right time.

ASSESSING PROGRESS

The school follows the Assess, Plan, Do, Review cycle laid out in the SEND code of Practice



If there are concerns around progress despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil.

ASSESSING PROGRESS

All children on the SEND register, will have an individual pupil passport. These are written in collaboration with parents/carers, the child and the staff supporting the child.

 Pupil Passport		<i>I will praise You because you have been remarkably and wonderfully made. Your works are wonderful, and I know this very well. (Psalm 139:13-14)</i>	
NAME	Date updated:	Written by:	
Funding	Area of Need		
	I would like you to know that		
I find it difficult to:	Adaptations I need:		
I will help myself by:	Additional Support:		

Example of pupil passport

Plan	Do	Review
What I would like to do next (SMART target):	What provision is going to help me with this, with who and how often:	Progress I have made:

Targets are also reviewed termly with parents, staff and the SENCo at SEND reviews.

The passport also record any observations from external agencies, discussions with parents/carers and termly data tracking.

ASSESSING PROGRESS

All children at St Margaret Clitherow are assessed each term using the school's assessment system. Class teachers gather information through daily learning (formative assessment) and end-of-unit or termly assessments (summative assessment). This information is recorded on our school system, Arbor, to carefully track progress over time. Statutory assessments are carried out at the end of Reception, Year 1 (phonics screening), Year 4 (multiplication check) and Year 6.

Children with SEND are assessed in the same way as their peers. However, we recognise that they may not always reach age-related expectations. What is most important is that they make good progress from their individual starting points and towards their personal targets, which are recorded on their Pupil Passports.

For children working below age-related expectations, we use the PIVATS assessment tool. PIVATS breaks learning objectives into smaller, achievable steps aligned with the National Curriculum. This allows us to recognise and celebrate small but important steps of progress. Progress is recorded both on the child's Pupil Passport and on the school's tracking system. We understand that behind every set of data is a unique child with their own story of needs, effort and achievement. Data alone does not always capture the determination, resilience and progress our pupils with SEND demonstrate every day.

Our focus is always on supporting each child to grow in confidence, skills and independence, while celebrating every success along the way.

HOW WE INVOLVE PARENTS, CARERS AND FAMILIES

Parents, carers and families are the most important influence in a child's life. We recognise that you know your child best. Therefore, we are committed to involving parents, carers and families at every stage of your child's education.

We value open communication and work in partnership to ensure that each child receives the support, encouragement and opportunities they need to thrive.

We aim to:

- Listen carefully to parents' views and concerns
- Share information regularly about progress and provision
- Involve parents in decision-making about support and next steps
- Work together to celebrate successes and overcome challenges

By working together, we can provide the very best outcomes for every child.

HOW WILL I KNOW ABOUT MY CHILD'S PROGRESS?

Class teachers will report to parents about a child's progress at least every term. In the Advent and Lent, this will be as part of Parents Evening and in the Summer term this will be through a written report.

In addition, SEND reviews will be held every term with the class teacher and SENCo. At these reviews passports will be reviewed and updated. In the Pentecost term, new class teachers will be invited as part of our transition offer.

We also recognise that at times more regular contact may be needed with parents/carers. We offer the use of home/school diaries and regular meetings with class teachers when needed.

Annual reviews are held for children with EHCP's.

PUPIL PARTICIPATION

We believe that the children are at the centre of what we do and must contribute to their own learning. All children are asked to contribute to their pupil passports and annual reviews.

We encourage all pupils to contribute to the school community and have a voice in a variety of ways which include:

- Applying to be a parts of our leadership teams
- Representing the school in sports events including those specifically targeted at SEND pupils
- Representing the school in drama and singing events.
- Attending school and class masses at the local church

Currently a number of SEND pupils have many of these roles of responsibility, are a positive role model for other children, and are making a valuable contribution.

OUR SCHOOL CURRICULUM

Our curriculum is rooted in our Catholic faith and values. We aim to provide a broad, balanced and ambitious curriculum that enables every child to flourish academically, socially, physically and spiritually.

Our curriculum follows the National Curriculum, ensuring full coverage of the required subjects and skills. Detailed year group overviews are available on the school website so parents and carers can see what their children will be learning throughout the year.

Due to the diverse nature of our school community, we believe it is essential that children see themselves reflected in what they learn. Our curriculum has been carefully designed to celebrate diversity, promote inclusion and broaden pupils' understanding of the world. Topics are thoughtfully planned to be engaging, relevant and ambitious for all learners, ensuring that every child feels represented, valued and inspired to achieve their very best.

OUR SCHOOL CURRICULUM

Through our curriculum offer. We aim to:

- Inspire a love of learning
- Develop knowledge, skills and understanding across all subjects
- Promote resilience, independence and confidence
- Prepare children for the next stage of their education

We provide high-quality teaching in every classroom. Lessons are carefully sequenced to build knowledge step by step, allowing children to practise, consolidate and apply new skills with confidence. Teachers adapt learning to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), ensuring that every child can access the curriculum and achieve success. Across the school, classrooms use the Education Endowment Foundation's (EEF) 'Five-a-Day' principles to support inclusive teaching. By embedding these approaches into daily practice, we aim to remove barriers to learning and help all pupils make strong progress.

1 Explicit instruction

2 Cognitive and metacognitive strategies

3 Scaffolding

4 Flexible grouping

5 Using technology

HIGH-QUALITY TEACHING

Non - Negotiables for High-Quality Teaching

High Quality Teaching in all lessons	Cognition and Learning	Communication and Language
<p>High expectations of all children Meet and greet in the mornings – every child is spoken to. Lesson structures Tinted background on PowerPoint – light blue background and dark blue font Chunked tasks Concrete resources WAGOLLS Modelling – I do, we do, you do Flexible grouping Retrieval tasks High quality questioning – checking for understanding Use of Rosenshine principles in every lesson Voice 21 strategies/Oracy Clear, tidy classrooms with working walls</p>	<p>Task board Sentence Starters Writing Frames Word mats Practical lessons Pictures/Visuals Phonics grids</p>	<p>Whole class visual timetable Dual coding – visuals to support text (Widget) Use of mnemonics Thinking time - nesting</p>
	Sensory and/or Physical	Social and Emotional and Mental Health
	<p>Writing Frame Pencil Grips Large font resources Seating plans Brain breaks/active minutes Trim trail Dough gym</p>	<p>Regular check ins Movement breaks SMC Way Values points RSHE lessons Mental Health check ins Restorative approach</p>

ADAPTATIONS FOR PUPILS WITH SEND

While we follow the National Curriculum, we recognise that some children may need adaptations to support their learning. These adaptations help remove barriers and allow every child to achieve their full potential. Adaptations may include:

- Adjusting the level of challenge or amount of work
- Breaking learning into smaller, manageable steps
- Providing additional visual aids, resources or practical equipment
- Pre-teaching key vocabulary and concepts
- Using scaffolds such as writing frames, word banks or sentence starters
- Flexible grouping within lessons
- Additional adult support where appropriate
- Alternative ways to record learning (for example, oral responses, use of technology, or practical activities)
- Targeted interventions to support specific skills

For some pupils with SEND, individual targets are set and reviewed regularly to ensure progress is carefully tracked and supported.

ADAPTATIONS FOR PUPILS WITH SEND

Adaptations for each area of need

Communication and Interaction Including ASD & SCLN	Cognition and Learning Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)	Sensory and/or Physical Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,	Social, Mental and Emotional Health Including ADHD
<ul style="list-style-type: none"> • The classroom environment supports learning through models, images, a range of visuals and key vocabulary • Extra thinking time to respond to questions and in discussions • Vocabulary rich classroom • Vocabulary rich curriculum • VIPERS sessions run in class • Instructions given in small chunks • Check-ins throughout lessons • Adaptive curriculum planning, activities, delivery and outcome e.g. simplified language • Talk partners • Opportunities created for discussions • Peer support • Flexible groupings • Structured school and class routines • Buddy System • 	<ul style="list-style-type: none"> • High expectations of children and appropriate challenge for all • Using mixture of visual, auditory and kinaesthetic activities in lessons • Adaptations of curriculum planning and of tasks set in class • Additional resources to scaffold learning • Adaptive delivery • Adaptive outcomes • Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. • Teachers adapting questioning in lessons • TA class support • Practical resources readily available • Increased visual aids, images and diagrammatic representations • Use of writing frames, stem sentences and word banks • Rosenshine principles threaded into lessons • Metacognition principles • Teachers use the EEFs 5 a day teaching principles • Working walls 	<ul style="list-style-type: none"> • Flexible seating arrangements • Handwriting/fine motor skill programme • Specialist resources – pencil grips, triangular pencils, variety of types of scissors • Multi-sensory equipment • Construction (EYFS) • Range of Tools and Materials e.g.brushes/pencils, collage • Range of equipment & opportunities for balancing, exploring etc. (EYFS) • Brain gym exercises • Sand and water play (EYFS) • Provision of left-handed equipment • Written signs for class labels in classes • Trim Trail • Seating arrangements (r-handed, l handed etc) • Suitable lightening to support learners • Reduction of background noise • Verbalising what is being written and shown on the board 	<ul style="list-style-type: none"> • Whole school behaviour policy – The St Margaret Clitherow Way • School values and weekly school values champions • Positive behaviour strategies • Structured school and classroom routines • House Points systems • Class base rewards • Weekly achievement assemblies • Consistent and progressive sanction system for when rules broken • Staff meet and greet in the mornings • Individual job and responsibility • Support of lunchtime supervisors at lunchtime • PSHE lessons • Mental Well Being PSHE curriculum • Playground friends and buddies available • Restorative approach • Mental Health week • Celebration of the world • Liturgies and prayer areas to support emotional and spiritual development

CHILDREN WITH COMPLEX NEEDS

For those children with EHCPs, receive HLN funding and have complex needs where the classroom is overwhelming for them, they may access our Enhanced Provision Room, 'The Nest'

This room caters for our most complex needs in school and the pupils access a bespoke timetable that allows them to access a personalised curriculum to meet their own needs.

Class teachers still take responsibility for planning and assessing the children that access 'The Nest'.

TRANSITION

For children with SEND often the idea of moving to a new class or even to a new school can be overwhelming and can cause anxiety and distress for a child. As a school, we do our utmost to support transition.

In the Foundation Stage a planned introduction programme is delivered in the Pentecost term to support transfer for pupils starting school in September. School visits are offered to all children where the staff can get to know the children. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and provision to be put in place prior to entry. If a child is transferring from another pre-school setting, records will be requested.

TRANSITION

If a child is joining our school during the year, we warmly welcome them and their parents to come and visit the school, class and meet the class teacher. When children come into school from elsewhere with known SEND, we make contact with the previous school if appropriate, and we set up appropriate support.

At the end of each academic, all class teachers have a transition meeting to exchange information about all children. At this time, any information about a child with SEND is passed onto their new teacher. Children with a HLN will also have a transition timetable in which they will have additional time in their new class, receive a photo book of any new changes and social stories are used to reduce anxiety.

TRANSITION

When a child is in Year 6 and moving to secondary school, a transition plan is put in place as soon as possible. The SENCO will liaise with the SENCO or Head of Year at the chosen school to agree the best course of action. Parents will also be involved in this decision-making process. All paperwork will be passed to the new schools.

The LA Transition Team supports children with higher level needs or on EHCP, and this work usually begins at the beginning of year 6. Time tabling, organisational skill and positive communication skills are developed alongside extra visits to the school.

For children with an EHCP, the annual review in Y5 begins the process where parents are supported to make decisions regarding secondary school choice.

PREPARATION FOR ADULTHOOD

We are committed to preparing all children, including those with SEND, for life beyond school. We want every pupil to develop the skills, knowledge and confidence they need to lead happy, independent and successful lives.

Our approach includes:

- Developing life skills – Pupils learn practical skills such as problem-solving, decision-making, organisation, self-care and managing money.
- Building social and emotional skills – We help pupils develop positive relationships, resilience and self-confidence to navigate everyday life.
- Fostering independence – Children are encouraged to take responsibility for their learning, routines and personal goals.
- Career awareness and aspirations – Pupils explore different roles, jobs and future opportunities, helping them understand the link between learning and future life.

.We believe that preparing children for adulthood is not just about academic achievement but also about nurturing their social, emotional, spiritual and practical skills so they can thrive in the wider world.

ADDITIONAL SUPPORT, EQUIPMENT AND FACILITIES

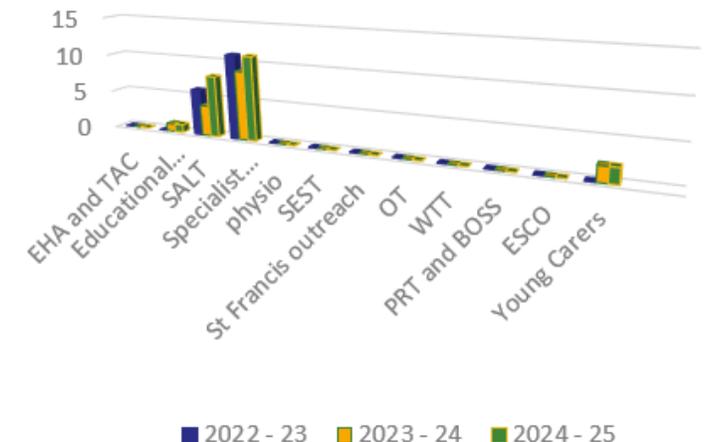
The school accesses termly training from the local authority where specialist services lead training sessions. This is attended by the SENCO and any other staff who feel it would be beneficial. The SENCO will then share any relevant information with all staff.

The school is part of Our Lady of Lourdes Trust. The SENCo attends all network meetings to discuss and keep up date with all SEND guidance.

In addition, we work closely with any external agencies that we feel are relevant to an individual child's needs within our school. These may include:

- Health visitors/GP/Paediatrician
- Speech and Language Therapists
- The Child and Adult Mental Health Service
- Learning Support Team
- Autism Team
- Behaviour Support Team
- Occupational Therapist

Involvement with external agencies over 3 years



MEDICAL NEEDS

Any pupils with additional medical needs are well catered for at St Margaret Clitherow. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. Staff will liaise with parents on an individual basis to ensure that the school is equipped to ensure all medical needs are met.

For all pupils with a medical need, the following actions will be put in place:

- A detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

MENTAL HEALTH AND WELLBEING

St Margaret Clitherow's is a nurturing and inclusive family community which is rooted in our Gospel values and supportive of all. We are committed to going 'the extra mile' for our children and each other and have developed expertise through our inclusion support work to support our pupils and their families.

Miss Cartledge is our Senior Mental Health Lead and she is supported by the school Wellbeing Team that is made up of a number of members of staff and the pupil Wellbeing Ambassadors.

We have 3 trained ELSA's that deliver the ELSA program to targeted children.

If you are concerned about the mental health and wellbeing of your child, please contact the school office who will put you in contact with one of the wellbeing team.

STAFF TRAINING

St Margaret Clitherow ensures that all staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training.

The school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, ECT's, parents and Midday supervisors.

STAFF TRAINING

Staff training that has taken place 2024-25:

- Autism Awareness Training
- Whole school writing training
- EYFS training
- ECT SEND training
- Emotion coaching training
- Adaptive teaching training
- SENCo networks 3 times a year
- SEND training with SEND hub
- Inclusion training from the Trust
- Safeguarding Updates
- Enhanced provision training
- Training and support from external agencies – SALT, ASD team and Inclusion team.

RESPONDING TO CONCERNS

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following in this order:

- Your child's class teacher,
- The SENDCo,
- The Headteacher

In the case of an unresolved complaint, the issue should be escalated to the Governors complaints procedure (see Complaints Policy under policies on the school website)

THE LOCAL OFFER

The SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/studentsupport/ SEND](http://www.education.gov.uk/schools/studentsupport/SEND)

Information on the Nottingham City Local Offer can be accessed on the Nottingham City Council's web site:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7> or can be accessed through the SEND page on the school website

Nottingham Parent Partnership - <http://www.ppsnotts.org.uk/> is an organisation that provides independent advice and support for families.

Our SEND policy, School Offer and Provision is available on our school website on our SEND page.