Coddington C of E
Primary and Nursery School

Special Education Needs and Disability (SEND) Information Report 2026-2027

The coordinator for Special Educational Needs and Disabilities (SENDCo) for Coddington C of E Primary and Nursery School is Mrs Camilla Mercer.

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

Coddington School caters for a wide range of Special Educational Needs, Disabilities, and medical needs. These include ADHD, Arthritis, Autism, Cystic Fibrosis, Diabetes, Downs Syndrome, Dyslexia, Dyspraxia, Ehlers-Danlos Syndrome, Epilepsy, visual impairment, hearing impairments and physical difficulties such as Cerebral Palsy, Hypermobility and Muscular Dystrophy. We also make provisions for Speech and Language needs and pupils with Social, Emotional and Mental Health concerns. Working closely with parents and professionals we will always seek to put provision in place so that every child can achieve his or her full potential.

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?

If a child is transferring from a different setting the school will be informed and a process put in place to ensure successful transition. Often, we will identify him or her through a clinical diagnosis that may be ongoing like Autism or through our own observations and assessment such as a dyslexia screener. Within school, the progress of every child is carefully tracked and any concerns because of these assessments or professional observations will be raised with the parent by the class teacher. Similarly, a parent with concerns about their child should initially speak to their child's class teacher who will stay in contact with the parent whilst looking into those concerns, in line with our graduated response. The class teacher will discuss, decide, and record an action plan along with the SENDCo which will then be reviewed as regularly as required.

How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

The class teacher closely monitors the progress, achievements, and overall well-being of every child in their class. In addition to this the SENDCo will liaise with the class teacher to monitor the progress of children with Special Educational Needs and Disabilities. Where appropriate ISPs (Individual Support Plans) will be developed with SMART Targets (Specific, Measurable, Achievable, Realistic and Timely) that will seek to raise expectations and

achievements for that child. At Coddington we use ISPs to help us to regularly review and adapt provision to ensure it is effective in helping the child achieve their next steps. Targets are set and reviewed together with the family to ensure that support is provided in the areas of need. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having the required positive impact. Regular reports are provided to governors who oversee the progress of children.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

All children at Coddington are set ambitious yet achievable targets in all areas of their learning. Throughout the year there are Parents Evenings and end of year reports. Where a child has an ISP, there are reviews each term, but all teachers are happy to talk to any parent about their child and additional meetings can be arranged at mutual convenience. Meetings can include the SENDCo, and this can also be arranged through the class teacher.

What is the school's approach to teaching pupils with special educational needs?

As a school we believe in quality first teaching; we seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all children are given the opportunity to reach their potential and see themselves as learners. Appropriate interventions are put into place for any child, with or without special educational needs, who are not making expected progress. We support pupils with special educational needs and disabilities by providing specifically prepared learning materials and the use of appropriate ICT equipment. Children are taught with support in whole class situations, small groups or occassionally one to one. Specialist equipment and resources are used when requested by specialists and training undertaken by staff. This could include Makaton signing and assisted communication along with adjusted and visual materials. There is a graduated response to a child's needs depending on the complexity of the need; outside support and expertise is sought from outside agencies available by the SENDCo attending a multiagency meeting called *Springboard* that is held three times per year. Parents and carers are consulted about all choices that are made concerning their child.

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

Every class teacher is responsible for the learning in their classroom; the delivery of the curriculum is adapted to cater for the varying abilities and learning styles of the children in the class. The approach to teaching children with special educational needs and disabilities listed above is employed when the needs of a child is outside the typical parameters seen within a class.

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

All decisions about the type and amount of support that children receive will be an ongoing collaboration between the child, parent, class teacher and SENDCo. Involvement may also extend to and incorporate outside agencies, the Senior Leadership Team, Head Teacher and Governors. Following our graduated responses, additional funding may be requested through the Newark Town Family Funding system or HLN panel. Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her best; the type and level of support remains fluid depending on the specific needs of the child at any particular time. If the needs and required provision meet the criteria for additional funding from an outside source, then a bid for that funding will be written by the SENDCo to further aid the support for that individual child.

How will my child be included in activities outside the classroom, including school trips?

All children are included in school activities and trips. Where children have additional needs there will be child specific risk assessments completed and adequate support put in place to ensure a safe and successful trip for all.

What support will there be for my child's overall well-being?

All those who work in Coddington School strive to foster positive relationships with the children. The children are encouraged to discuss any issues they have, whether educational or social, with their class teacher or another adult. We have two members of staff who are trained as Emotional Literacy Support Assistants (ELSAs). This support can be accessed by children who might need some extra emotional support or benefit from small group work. Healthy Families is also able to provide information about different opportunities that are currently available in the locality and Children's Centre.

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

Mrs Camilla Mercer
Sendco@coddingtonprimary.org.uk
01636 702974

What training have staff supporting special educational needs had and what is planned?

The SENDCO receives training from various local and national providers, predominantly the local authority and the MITRE trust. Training may cover a wide range of areas such as autism, dyslexia, ambitious curriculum and trauma and attachment as well as key developments in local and national policy. This can then be delivered to the relevant school staff through staff meetings, key stage meetings or individual coaching when the need arises. The SENDCo, class teachers, teaching assistants, other staff, and governors also access training to learn how to support children with specific needs such as Downs Syndrome or diabetes. If a pupil has a specific need that requires training, all possibilities will be explored to ensure the adults working closely with that pupil are trained and supported.

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

If, once the progress of a child has been monitored and strategies discussed with parents, it is considered that additional expertise is desirable then these outside specialist services can be accessed by the SENDCo through the termly multiagency Springboard meetings. Signed parental permission forms are required so that the children can be discussed, and additional services can be accessed to support the child. The school has access to a wide field of additional services e.g., early years specialists, speech and language, visual and hearing support or diabetic nurse.

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

The school provides appropriate equipment and facilities that a child with special educational needs or disability may need. This equipment will have been identified by an outside agency as required by the child in order for them to best access their learning. The school works carefully with agencies to provide the best possible learning environment for children, no matter what adaptations/alterations may be recommended. The school is quite accessible, although there are a number of steps in the buildings, which can be circumnavigated easily. Where necessary, we call upon PDSS to help monitor the accessibility of the school and apply for equipment, such as changing tables.

What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?

Parents are encouraged to speak to their child's class teacher with any questions or concerns; these meetings can be informal or arranged. In addition to the parents evenings that occur twice a year, additional meeting are held to discuss targets and achievements in ISP meetings (ISP – individual support plans). The SENDCO will attend meetings for children with more complex needs or whenever the class teacher or parent requests attendance. Parents can make an appointment to see the SENDCo by emailing the above email address. For a child to reach his or her potential it is important for the parent to be fully involved.

What are the arrangements for consulting young people with SEND and involving them in their education?

Children are involved with their target setting as far as their understanding will allow and using adapted and appropriate methods that may include visuals. Children may attend meetings if it is felt helpful and appropriate by the teacher and parent. In order to encourage motivation in a child, a teacher will get to know them so they can tailor the provision in school to meet their learning style and interests. Once the pupil is identified as having an SEN, they will be on a raised profile with the SENDco who will be able to build a relationship with the pupil.

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

Parents are encouraged to bring any concerns to the attention of the class teacher or head teacher. The SENDCo may also be contacted (contact details above). For more detailed information please refer to the complaints policy on the school website.

How does the governing body involve other organisations and services (e.g., health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENDCo is usually the person who involves other organisations and services and reports directly to the Senior Leadership Team; the SENDCo also reports to the governor with specific responsibility for SEND. Governors view data that informs them of the progress made by children with additional needs in order that they can ask questions to ensure that all children's needs are being met.

How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/children?

The SENDCo can signpost parents to the wide range of support organisations and groups available in the community. As discussed above the SENDCo can also access the professionals that can offer the specific support required for the child's needs; either to work directly with the child or to offer advice to parents or staff. This can also take place via Mrs Hanstock, our Family Engagement Officer. The school website is a resource that can be used by parents of children with Special Educational Needs and Disabilities; it is updated regularly with new information. Healthy Families is available as a support service and may be signposted for concerns related to health and mental wellbeing.

How will the school/setting prepare my child/young person to:
i) Join the school?

Coddington School works hard to ensure that children have a smooth transition into the school. Home visits to meet the child and parents/carers in their own surroundings are easily

arranged as are visits to private nurseries. The school works closely with parents and any outside agencies involved with children who enter with a recognised need and we seek to do all we can to meet the need in the setting from the day they arrive. Any adjustments from that point will be completed quickly to ensure that the child can access their education effectively; their well-being is paramount. Parentsof early years childen are encouraged to join their child for the first few transition/ taster sessions to put their minds at rest and ensure we have all the relevant information we need.

ii) Transfer between phases of education (e.g., early years to primary, primary to secondary etc)?

Coddington understands the importance of carefully considered transition plans for children with additional needs. In any transfer the important element is communication so that information about that child and how they learn best is communicated on paper and in meetings so that professionals who will be teaching the child have the opportunity to ask questions. The amount and nature of the visits to the new setting is decided with the child at the centre of the process; each of these transitions seeks to predict possible issues that may arise and to pre-empt as many as possible so that the pupil feels equipped to begin the next part of their journey. The Family SENCO oversees the gathering and sharing of pupil information in conjunction with secondary schools, year 6 staff and the SENCO, head teacher and safeguarding team as appropriate.

iii) Prepare for adulthood and independent living?

Coddington works hard to encourage independence and confidence in all children. We strive to prepare children for their next steps in education and ultimately equip them for independence an adulthood. Various life skills are introduced through our curriculum; questioning and independent thought are fostered through positive relationships and a safe environment to learn and explore their relationship with the wider world.

Where can I access further information?

For further information please refer to the school website, specifically the Special Needs and Disabilities Policy. To have specific questions or concerns answered please contact the SENDCO on the above email address.

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