



# SEN Information Report

Mornington Primary School



## 1. What kinds of special educational needs does the school/setting make provision for?

As a mainstream school, we are committed to being as inclusive as possible. We believe that every child should have the opportunity to achieve their potential and take part in all aspects of school life. We provide support for pupils with a wide range of special educational needs (SEND). These include needs related to:

**Communication and Interaction** – for example, children with speech, language and communication needs (SLCN) or those on the Autism Spectrum (ASC).

**Cognition and Learning** – including moderate or severe learning difficulties, as well as specific learning difficulties such as dyslexia, dyscalculia, or dyspraxia.

**Social, Emotional and Mental Health (SEMH)** – such as Attention Deficit Hyperactivity Disorder (ADHD), attachment difficulties, or other emotional, behavioural, or mental health needs.

**Sensory and/or Physical Needs** – including visual or hearing impairments, physical disabilities, or medical conditions that affect access to learning.

We also recognise that some children may have less common or more complex needs. In these cases, we work closely with families and external professionals to ensure the children receive the right support and opportunities to thrive.

## 2. How does the school/setting know if pupils need extra help?

We carefully monitor all pupils to make sure they are making good progress in their learning, social development, and wellbeing. Teachers observe children in the classroom and track their progress through regular assessments. If a child is finding learning or social interactions challenging, this may indicate that extra support is needed.

In Reception and Early Years, children are assessed using developmental milestones to identify any learning or communication needs early on. Parents are invited to raise concerns at any time.

When a need is identified, we use the Graduated Response, which is a structured approach to supporting pupils. This involves assessing the child's needs, planning targeted support, implementing interventions, and then reviewing the impact of the support. This cycle is repeated as necessary, ensuring that support is tailored to the child's changing needs and that progress is carefully monitored.

When concerns are identified, the class teacher and SENCO (Special Educational Needs Coordinator) work together to assess the pupil's needs and decide on the most appropriate support.

## 3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

We regularly monitor and evaluate how well our SEND provision is supporting pupils, in line with the SEND Code of Practice (2015). Each pupil with a Support Plan has their progress reviewed at least once per term, and targets are assessed, updated, or replaced depending on their achievements.

Teachers carefully track progress through classroom assessments and observations to ensure interventions are helping pupils meet their learning goals. The SENCO regularly monitors the overall effectiveness of SEND provision, including the impact of teaching strategies and targeted interventions across the school.

We also carry out audits and monitoring of SEND support, reviewing resources, staff training, and the use of interventions to ensure they are effective and aligned with pupils' needs. Feedback from pupils and parents is gathered actively to understand what is working well and where improvements may be needed.

**b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?**

Your child's learning is monitored carefully through classroom observations, assessments, and termly reviews of their Support Plan. These reviews show how your child is progressing towards their targets and help the school decide what support they need next.

We believe that parents play a key role in supporting learning. You will be invited to share your observations and contribute to your child's Support Plan, helping us understand what works best for them. Where appropriate, your child will also be involved in setting targets and reflecting on their own progress.

To help you support learning at home, we provide guidance, strategies, and resources tailored to your child's individual needs. We aim to work in partnership with you, so together we can ensure your child receives consistent support both at school and at home.

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

Every child deserves a high-quality education that meets their individual needs. Our approach to teaching pupils with special educational needs is based on inclusive, quality-first teaching. This means that lessons are planned to engage all learners, with activities and resources adapted to suit different learning styles and abilities.

Teachers work closely with the SENCO to identify any barriers to learning and put in place strategies to help pupils succeed. This may include small group support, one-to-one interventions, or additional resources to help pupils access the curriculum fully. Staff are trained to use a variety of approaches to meet pupils' needs, and they regularly review what works best to ensure progress.

We also encourage pupils to take an active role in their learning by setting their own targets where appropriate, reflecting on their achievements, and building confidence in their abilities.

**d) How will the curriculum and learning be matched to my child/young person's needs?**

We are committed to ensuring that every child can access and enjoy the full curriculum. Teachers carefully plan lessons to meet the diverse needs of all pupils, making sure that learning is accessible, engaging, and challenging.

For pupils with special educational needs, the curriculum is adapted to suit their individual strengths and areas for development. This may include adjusting the level of difficulty, using visual aids, providing additional scaffolding, or offering small group or one-to-one support. Resources and teaching strategies are chosen to help your child understand and engage with the material in a way that works best for them.

Our aim is to provide a balance between supporting pupils to make progress in areas of difficulty while also allowing them to excel in their strengths. By tailoring learning to each child, we help them build confidence, independence, and enjoyment in their learning.

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

Decisions about the support your child receives are made in a collaborative and careful way, based on their individual needs. The class teacher and the SENCO work together to assess your child's strengths, areas of difficulty, and progress.

We consider a range of information, including classroom observations, assessment results, parent and pupil feedback, and, where relevant, advice from external specialists such as speech and language therapists or educational psychologists.

Once we have a clear understanding of your child's needs, we create a Support Plan with targeted strategies and interventions. The type and amount of support provided depends on what will help your child make the best possible progress. This support is regularly reviewed, and adjustments are made if a pupil's needs change or if different approaches would be more effective.

Parents are fully involved in these decisions, ensuring that support is both appropriate and manageable for your child at school and, where possible, at home.

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

We aim for all pupils to participate fully in school life, both inside and outside the classroom. For children with SEND, staff carefully plan activities and trips to ensure they are accessible and enjoyable. This may include additional adult support, adapted resources, or small group arrangements.

We work closely with parents to understand any specific needs or concerns and make adjustments so that your child can take part safely and confidently. Our goal is to ensure that every child has equal opportunities to benefit from enrichment activities, residential trips, and extracurricular experiences.

**g) How will the school support my child's emotional and social development?**

We provide support through a variety of strategies to help children develop resilience, confidence, and positive relationships.

A trained Mental Health First Aider and a qualified ELSA (Emotional Literacy Support Assistant) work with pupils individually or in small groups to develop emotional skills, self-awareness, and strategies to manage feelings.

Teachers and support staff help pupils build positive relationships, manage behaviour, and develop social skills both in the classroom and on the playground. We encourage children to express their feelings through the Zones of regulation and provide guidance to help them cope with challenges in a safe and supportive environment.

In addition, our PSHE curriculum plays a key role in supporting emotional and social development. Children learn about self-confidence, teamwork, empathy, healthy relationships, and making positive choices. This helps them develop the skills needed to navigate social situations, manage emotions, and thrive both at school and beyond.

#### **4. Who is the school's Special Educational Needs Coordinator (SENCO) and how can I contact them?**

The Special Educational Needs Coordinator (SENCO) at Mornington Primary School is Alison Hamilton. She is responsible for overseeing the school's SEND provision, ensuring that pupils with special educational needs receive the support they need to succeed, and working closely with parents, teachers, and external professionals.

You can contact Alison Hamilton through the school office by telephone or email:

- Telephone: 0115 975 7745
- Email: [office@morningtonprimary.org](mailto:office@morningtonprimary.org)

If you have concerns or questions about your child's learning or wellbeing, contacting the SENCO is a great first step. She will work with you to understand your child's needs, coordinate support, and help you feel involved in planning their learning.

#### **5. a) What training have staff supporting special educational needs had, and what is planned?**

Staff have received training in areas such as quality-first teaching, differentiation strategies, and supporting pupils with Autism, ADHD, dyslexia, and other SEND. They are also trained in supporting pupils' social and emotional development, including strategies for wellbeing and behaviour management.

Training is ongoing. The SENCO, Alison Hamilton, regularly provides guidance and updates to staff, and access to external training is arranged as needed. This ensures that staff are confident in using the most effective approaches to meet the individual needs of pupils and that new strategies are implemented as best practice evolves.

#### **b) What specialist services and expertise are available or accessed by the school?**

We work closely with a range of specialist services to support pupils with special educational needs. This includes access to speech and language therapists, educational psychologists, occupational therapists, and other health professionals.

In addition, we collaborate with local authority services such as the Schools Inclusion Service and the Schools Behaviour and Attendance Partnership. These services provide guidance and support for children who may be experiencing difficulties with learning, behaviour, attendance, or social and emotional development.

These specialists work alongside our staff to provide advice, assessments, and strategies tailored to each child's individual needs. Parents are fully involved in this process, ensuring that specialist recommendations are understood and implemented both at school and, where appropriate, at home.

#### **6. How will equipment and facilities to support pupils with special educational needs be secured, and how accessible is the school?**

When a pupil requires specialist equipment or adaptations, such as hearing or visual aids, mobility equipment, or ICT resources. These needs are assessed by the SENCO in consultation with parents and, where appropriate, external specialists.

The school works with the local authority and other providers to secure the necessary equipment and ensure it is available for use in lessons and around the school. Staff are trained to support pupils in using this equipment effectively so that it contributes to their learning and independence.

Accessibility is an important part of our inclusive approach. Mornington Primary has measures in place to support pupils with physical disabilities, including accessible entrances, ramps, and adapted toilets. Classroom layouts and resources are designed to be inclusive, and adjustments are made wherever needed to ensure that every pupil can fully participate in school life.

**7. What are the arrangements for consulting parents of pupils with special educational needs, and how will I be involved in my child's education?**

From the moment a special educational need is identified, we work closely with families to ensure you are fully involved in decisions about support and learning.

Parents are invited to contribute to Support Plans, attend termly review meetings, and provide feedback on their child's progress. Your observations about your child's learning, behaviour, and wellbeing help us tailor support effectively.

Throughout the year, the school maintains regular communication with parents through meetings, emails, and phone calls. You will be kept informed about interventions, progress made, and changes to support arrangements.

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

We actively involve children where appropriate in setting their own learning targets, reviewing their Support Plans, and reflecting on their progress. This ensures that they understand their goals and can celebrate achievements along the way.

Pupils are encouraged to share their opinions about what helps them learn best, the support they find useful, and any challenges they face. Teachers and support staff listen carefully to this feedback and use it to adapt teaching methods, resources, and interventions.

**9. What do I do if I have a concern or complaint about the SEN provision made by the school?**

If you have a concern about the SEN provision your child is receiving, the first step is to speak with your child's class teacher. They will listen to your concerns, discuss them with you, and explore possible solutions.

If your concern is not resolved, you can contact the SENCO, Alison Hamilton, who will work with you to address the issue. For more formal concerns, the school's complaints procedure is available on the school website, and it provides a clear process for raising and resolving complaints. This information is available in a variety of formats upon request.

Our aim is always to resolve concerns quickly and collaboratively.

**10. How does the governing body involve other organisations and services in supporting pupils with SEND and their families?**

The governing body plays an important role in ensuring that pupils with special educational needs receive the support they need. They work closely with the SENCO, senior leaders, and external organisations to oversee and monitor SEND provision.

## **11. How does the school signpost organisations and services that can provide additional support to parents, carers, and young people?**

We aim to signpost parents, carers, and pupils to relevant organisations and services that can offer guidance, advice, or specialist support.

We also share resources and information through parent meetings, newsletters, the school website, and direct communication. By connecting families with external support, we ensure that pupils and their families have access to a wider range of advice and services to help them thrive both at school and at home.

Alternatively, parents can access Nottinghamshire's local offer website which contains information about services available to families. This can be found at: <http://nottinghamshire.sendlocaloffer.org.uk>

## **12. How will the school prepare my child/young person for transitions and adulthood?**

### **i) Joining the school**

Parents are invited to share information about their child, and children have opportunities to visit the school and meet staff. This helps them feel confident and familiar with routines, classrooms, and staff before they start.

### **ii) Transferring between phases of education**

When pupils move between year groups or onto secondary school, we plan carefully to ensure continuity of learning and support. The SENCO and class teachers share Support Plans, strategies, and important information with the receiving teachers or schools. Where needed, additional visits or transition activities are arranged so pupils feel prepared for new routines, teachers, and environments.

### **iii) Preparing for adulthood and independent living**

From an early age, we encourage pupils to develop independence, decision-making skills, and self-confidence. As they progress through the school, pupils with SEND are supported to take increasing responsibility for their learning and personal development. We provide guidance, encouragement, and practical opportunities to build skills that will help them in adulthood, including social skills, problem-solving, and self-management. Where appropriate, the school liaises with external services to support future planning for education, work, and independent living.

## **13. Where can I access further information?**

You can contact the SENCO, Alison Hamilton, via the school office for advice, guidance, or to discuss your child's needs.

Our school website also provides information, including:

- The SEND Policy
- The Accessibility Plan
- Links to the Nottinghamshire SEND Local Offer
- Information about external organisations and services that can provide additional support to families.

Additionally, staff are always happy to signpost parents and carers to relevant services, voluntary organisations, and local resources that can offer guidance, advice, or specialist support.