SEND Information Report

Alderman Pounder Infant and Nursery School

Approved by:		Date:
Last reviewed on:	September 2026	
Next review due by:	September 2027	

This SEND Information Report is reviewed at least annually and updated during the year where significant changes are made to SEND provision.

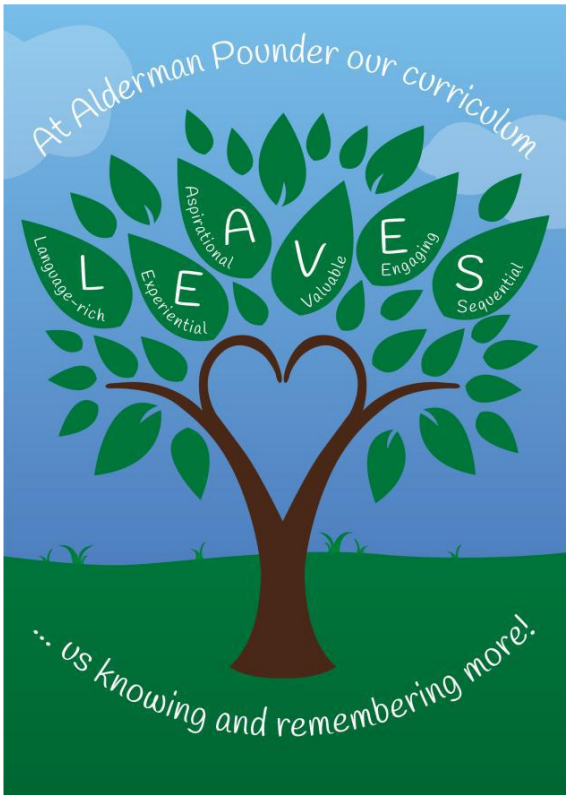
Aims of this report:

At Alderman Pounder, we believe every child deserves the right support to thrive. This report explains how we help children with special educational needs and disabilities (SEND) in our school. It's here to give you clear, honest information about the support we offer, how we work with families, and how we make sure every child feels included, valued, and successful—both in school and beyond.

Our Curriculum Vision Statement

At Alderman Pounder Infant and Nursery School, our school vision is 'Making a difference as we grow together'. This is embodied with our curriculum which is structured to prepare our children to be compassionate citizens of our world, valuing the local context and community.

Alderman Pounder's vision statement is inclusive of all, including our children with special educational needs. We strive to provide our children with a high-quality education and experiences that support and develop the whole child. We are committed to providing opportunities that enable all children to achieve and experience success every day that will not only ensure they are junior and secondary ready, but ready for life in what will be their modern-day Britain.



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

Alderman Pounder is a mainstream infant and nursery school which caters for children with a wide range of needs. This includes pupils with identified special educational needs and those who have a specific medical need or disability. Staff know our children, their background, their needs, achievements, social contexts and individual journeys and this enables a personalised approach to learning, stretching beyond the classroom. Special Educational Needs and Disabilities (SEND) and Inclusion at Alderman Pounder are always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND Policy.

Meet the Alderman Pounder Inclusion Team



Linsey Beck is the **SENDCo** in school. She has responsibility for co-ordinating the provision for all children in school who have Special Educational Needs and Disabilities. Additionally, she assists families with early help, advice and working with the Healthy Family



Clare Goodyear is our **Family Support Worker** who works alongside children and families across our school.



Adam Butterworth-Drury is our Headteacher who **oversees the provision for children with SEND**.

Your child's class teacher remains responsible for their learning, progress and development, including when they receive additional SEND support.

You can contact them via your child's Class Dojo or in person at the beginning or end of the day.

How do we identify children with SEND?

Some children will enter school with identified needs, however for others, their needs do not become fully apparent until they enter or progress through our school. Class teachers will make regular assessments of progress for all pupils and during this process will identify children whose progress and attainment is becoming a cause for concern. They will identify children who are working below the expected standard for their age across the four main areas of need – Cognition and Learning, Communication and Interaction,

Social, Emotional and Mental Health and Sensory and Physical.
This is through:

- Regular communication with parents/carers
- Regular communication as a staff body
- Transition meetings when a child is new to school
- Pupil progress meetings
- Data analysis
- Learning walks
- Book looks
- Gathering child, staff and parent/carer voice.

The Graduated Response



We follow the graduated response approach by implementing the 'assess, plan, do, review' approach. This involves adapting high quality first teaching strategies, planning interventions and reviewing their impact and gathering further information to create a clearer picture of the child's needs. Depending on the identified need, this could involve observations by the SENDCo, outside agencies, completion of checklists or formal assessments.

Alderman Pounder's Graduated Response

Concerns identified by class teacher, parents/carers, healthcare professional

Assess, Plan, Do, Review Cycle 1

- Use AfL and discussions with child and family to identify the broad area of need
- Class teacher to adapt teaching using appropriate scaffolds, HQFT and curriculum adaptations.
- Follow the Assess, Plan, Do Review approach for the strategies implemented over 3 weeks.

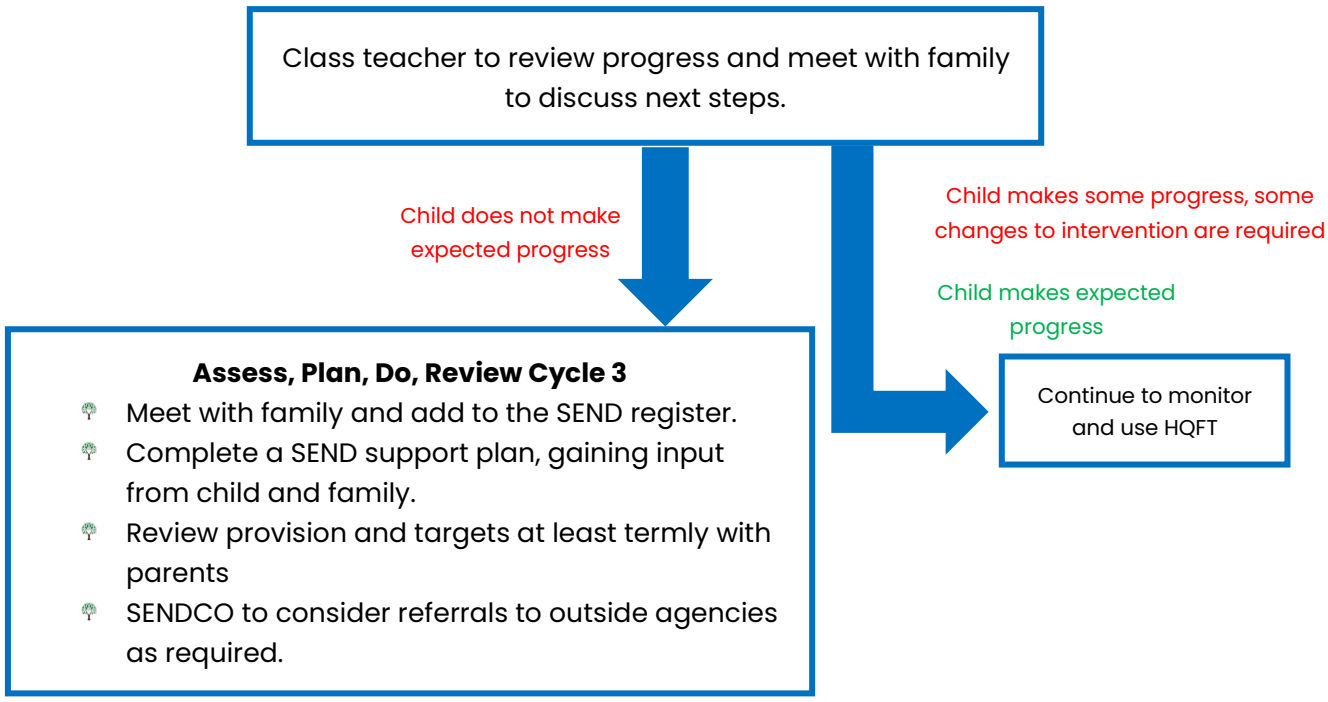
Child does not make expected progress

Child makes expected progress

Continue to monitor and use HQFT

Assess, Plan, Do, Review Cycle 2

- Discuss with SENDCO and parents and add to MAC (Monitoring and Concerns) register
- Identify any assessments as required to inform provision – discuss any diagnostic assessments with SENDCO.
- Discussions with child and family around strategies already in place and anything new that may support progress.



What is our approach to teaching children with SEND?

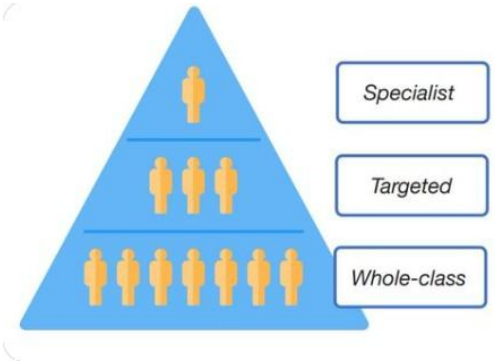
Teachers are responsible and accountable for the progress and development of all children in their class and therefore inclusive high-quality first teaching and learning for all children is our first step in responding to pupils who have SEND. This will be adapted for individual children to enable them to access the curriculum alongside their peers.

We will make the following adaptations to ensure all children's needs are met by:

- Scaffolding our daily provision to ensure that all children are supported to access the curriculum alongside their peers, for example, by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our teaching, resources and staffing.
- Bespoke provision may be planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy.

All staff have a copy of and refer to a document entitled 'High Quality First Teaching Adaptations for SEND' which contains strategies to support children in the classroom under the four areas of need. There are also documents to support more specific adaptations in each of the individual subject areas.

Our Three-Tiered approach to Support and Intervention



At Alderman Pounder, we use a tiered approach to support all children, including those with SEND. This means:

- **Universal (Whole Class)** – all children benefit from high-quality teaching in the classroom.
- **Targeted** – some children receive extra help in small groups or through targeted interventions.
- **Specialist** - A few children require more bespoke specialist support tailored to their individual needs.

This model is based on trusted research from the Education Endowment Foundation (EEF) and helps us make sure every child gets the right support at the right time.

Additional Interventions and Support

Where it is identified that a child needs something additional, adaptations made in the classroom, we also provide the following interventions and support for the differing areas of needs:

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Pre/post teaching Phonics interventions	Social stories Now/Next boards Visual timetables SALT – external Visual prompts Wellcomm Communication boards	Soft landings at the start of the day Calm corners Emotion coaching trained adults Relational approaches Trauma and attachment informed strategies	Sensory breaks Sensory circuit Wiggle While You Squiggle

How We Adapt Our Curriculum and Environment for Children with SEND

At Alderman Pounder, we believe every child should be able to access learning in a way that works for them. As a mainstream school, we adapt our curriculum and environments to meet the needs of all learners, including those with SEND. This means using different teaching strategies, resources, and support to help children take part in lessons, feel included, and make progress alongside their peers. We make sure that every child feels safe, supported, and able to succeed.

Assessment and Reviews - How do we know that the support in place is working?

We evaluate the effectiveness of provision for children with SEND through:

- Reviewing children's progress towards the outcomes on their pupil profiles
- Holding termly reviews with parents
- Reviewing the impact of interventions on a regular basis

- Listening to and capturing the child's own voice and involving them in their reviews where appropriate
- Regular monitoring by SENDCo by visiting children in classes, speaking to staff and children and looking through the children's books
- Consulting with and taking feedback from outside agencies
- Holding annual reviews for pupils with EHC plans
- For those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems:

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health
B Squared (Early Steps, Primary Steps)	B Squared (Autism Progress and Communication and Interaction framework) AET Framework	Boxall

Education Health Care Plans (EHCP) – How are these reviewed at Alderman Pounder?

At Alderman Pounder, we follow best practice guidance from the SEND Code of Practice to review children's progress towards their EHCP targets. This ensures every child receives the right support to thrive. Here's how we do it:

- We hold a formal Annual Review every year (or every 6 months for children under 5).
- We meet with parents/carers, children, and professionals to reflect on progress and plan next steps.
- We listen to the child's views and the family's experiences, your voice matters.
- We check if the support in place is still right and update the EHCP if needed.
- We set new short-term targets and agree to how we'll work together to help your child achieve them.

This process helps us make sure every child with an EHCP is getting the right support to thrive both now and in the future.

How do we work with parents and carers?

When a child's progress in any aspect of their development becomes a cause for concern, we will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes for the child and what the next steps are.

We will notify parents and carers when it is decided that a pupil will receive SEND support and parents will receive a copy of the SEND support plan detailing their child's provision. This will formally outline the support the child is receiving and will include:

- The child's current assessments
- Their identified barriers and strategies to address these
- The child's own views

- A clear outline of the provision for the child and the intended and measurable outcomes.

Parents then continue to be included at every step of their child's journey through regular (at least termly) reviews of the support in place.

Working with our Children

We believe that every child's voice matters. At Alderman Pounder, we make sure children with SEND are involved in their education by:

- Talking with them about what helps them learn best.
- Including them in planning their support and learning journey.
- Involving them in review meetings so they can share what's working and what's not.
- Listening carefully to their thoughts, feelings, and ideas—because they know themselves best.

This helps us build a learning experience that's right for each child and makes sure they feel heard, respected, and supported.

Inclusive Opportunities for All in the Wider Curriculum

At Alderman Pounder, we believe every child should be able to take part in the full life of our school. Children with SEND are actively encouraged and supported to join in with everything we offer, including:

- Breakfast and after-school clubs run by the school
- Lunchtime and after-school clubs
- Specialist sports clubs and coaching
- School trips, visits, and residentials
- Opportunities to represent the school in events like debate competitions or sports tournaments
- Wellcomm Early Language Programme
- Family Support worker who will work with the whole family to support positive outcomes for children.

There are also opportunities for:

- Children's government and pupil voice groups
- Assemblies and performances
- Celebrations, themed days, and enrichment days
- Community events and charity fundraising

We make sure that any additional support needed is in place so that every child can take part, feel included, and enjoy the same exciting experiences as their peers.

We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our PSHE curriculum and through regular whole-school assemblies.

Staff Training and Expertise

At Alderman Pounder, we are committed to making sure all staff have the knowledge and skills they need to support children with SEND effectively. The Team is committed to ensuring that all staff are provided with opportunities to enable them to support children with a range of specific needs. As a child joins the school or new class, specific training is put in place to ensure that the child's needs can be met. The SENDCo attend relevant SEND courses, SENDCo Network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues.

The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities. Training can be made available for whole staff or specific groups, such as governors, midday staff, support staff. This can be accessed through the Local Authority, the Academies chain or through in-house training. Alderman Pounder is part of the Flying High Partnership.
This ongoing professional development helps us stay up to date with the latest research and best practice, so we can provide the right support for every child, every day.

Working with Support Services

At Alderman Pounder, we know that supporting children with SEND is a team effort. That's why we work closely with a range of professionals and services to make sure every child and their family gets the help they need.

- We involve external specialists to better understand and meet each child's needs.
- We work with services that support families, offering guidance and practical help.
- We access expert advice to make sure our provision is the very best it can be.

With parental consent, we work with the following agencies to support our children and families:

- SEND Inclusion Service (SIS)
- Educational Psychologists
- Speech and Language Therapy (SaLT)
- Schools Behaviour and Attendance Partnership (SBAP)
- Mental Health Support Service (MHST)
- Child and Adolescent Mental Health Services (CAMHS)
- Statutory SEND Service (SSS)
- Occupational Therapy (OT)
- Physiotherapy

These partnerships help us provide tailored support, build strong relationships with families, and ensure every child can thrive in school and beyond.

How do we support children who are moving between phases?

Transitions, whether it's starting school, moving to a new class, or preparing for junior school can be a big step for any child, especially those with SEND. At Alderman Pounder, we know how important it is to get this right. We support all our children to have smooth transitions between settings whether they are entering our setting, moving to a new class within our school or leaving us for another school.
This happens in several ways:

- **When a child with additional needs joins Alderman Pounder:** Every effort is made to ensure that they have a smooth transition and that training resources are in place to meet their individual needs. Staff will liaise with the child's previous school or setting to ensure that all the relevant information has been shared, so the best possible outcomes can be achieved.
- **If your child is moving to another school:** We will contact the school's SENDCo and ensure they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school where we will make sure that all records about your child are passed on as soon as possible. Enhanced transition arrangements are put in place in agreement with parents, carers and where applicable external support services for example: additional visits to support infant-junior transition and the use of pastoral intervention such as social stories and formulation of a transition book.
- **When moving classes in school:** Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual plans will be shared with the new teacher. Enhanced transition arrangements are put in place in agreement with parents, carers and where applicable external support services for example: additional visits to support infant-junior transition and the use of additional pastoral intervention such as social stories and formulation of a transition book.
- **In Year 2:** Partnerships are established with the local junior school (Eskdale Juniors). Information will be passed on. The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of the child's junior school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions as part of an enhanced transition. In some cases, staff will visit the child within the school setting. Adults from the new school will be identified with a focus on developing positive relationships and effective transition. Enhanced transition arrangements are put in place in agreement with parents, carers and where applicable external support services for example: additional visits to support transition and the use of additional pastoral intervention such as social stories and formulation of a transition book.

How do we support children's wider development and well-being?

We recognise that children's development and progress is not only measured by academic success and therefore provide support for pupils to improve their emotional and social development in the following ways:

- We have a Children's Government in which the voice of all children is represented.
- We have calm, quiet spaces and sensory resources which all children can access.
- We have a senior mental health first aider.
- Children with SEND can access all extra-curricular activities and participation is actively encouraged.
- Attendance monitoring and support provided, and the ATTEND framework is used

We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our curriculum, PSHE focused lessons and through regular assemblies including our Protected Characteristics and Anti-Bullying assemblies.

Preventing Bullying at Alderman Pounder

At Alderman Pounder, we have a zero-tolerance approach to bullying. We work hard to create a safe, respectful, and inclusive environment where every child feels valued and protected.

Our curriculum and assemblies include a strong focus on Protected Characteristics, helping children understand and celebrate differences.

We also provide many opportunities for pupil voice, so children feel heard and empowered to speak up. Our approach to behaviour is rooted in relationships, kindness, and mutual respect, helping us build a culture where bullying is not accepted and every child feels safe.

Supporting Looked After Children with SEND

At Alderman Pounder, we recognise that children who are looked after and have special educational needs may face additional challenges. We are committed to providing the right support, both emotionally and academically, to help them thrive.

We work closely with carers, social workers, the Virtual School, and any other professionals involved to ensure that each child's needs are fully understood and met. Their support is carefully planned and regularly reviewed through their EHCP and Personal Education Plan (PEP), ensuring a joined-up approach.

Our SENDCO, Linsey Beck and our Designated Looked After Teacher, Adam Butterworth-Drury work together to:

- Coordinate support and provision tailored to the child's needs
- Ensure their voice is heard in planning and review meetings
- Monitor progress closely and respond quickly to any changes
- Provide a safe, nurturing environment where they feel valued and included

By working in partnership with families and professionals, we aim to give every looked after child with SEND the stability, support, and opportunities they need to succeed.

What if I am not happy with the support being provided?

Any complaints about SEND provision in our school should be made to the SENDCo or Headteacher in the first instance to seek a resolution. Parents/carers will then be referred to the school's complaints policy on the school website if they feel that their complaint has not been addressed at this level.

Who can I contact for support?

Additional services are recommended to parents, carers and young people as and when a need arises. Services which may be recommended include support groups, charitable organisations, clubs for children and Ask Us Nottinghamshire. Parents/carers will be signposted to the Nottinghamshire local offer page on the website, access to this can be supported if parents have difficulties accessing a computer.

The local authority produces their 'local offer' which enables parents to see the services which are available locally for children with SEND. Nottinghamshire's local offer can also be found in the link below:

https://www.yournottsdirectory.org.uk/send-local-offer/nottinghamshire

Evaluating Our SEND Provision

At Alderman Pounder, we regularly review and evaluate our SEND provision to make sure it's making a real difference for our children. We do this by:

- Tracking progress towards individual targets and EHCP outcomes
- Reviewing the impact of interventions and support strategies
- Listening to the views of children, parents, and staff
- Working with outside agencies to reflect on what's working and what could be improved
- Regular monitoring by the SENDCo by visiting children in classes, looking at their work and attending pupil progress meetings.
- Working in Partnership with Flying High to provide quality assurance of provision.
- Work in partnership with outside agencies to ensure that the provision in place is right for the children in our school.
- For those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems appropriate for the area of need, such as Autism Education Trust Framework and B Squared.
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This helps us to continuously improve our provision, celebrate successes, and make sure every child with SEND is getting the support they need to thrive.