



Jacksdale Primary & Nursery School

Special Educational Needs & Disability (SEND)  
**Local Offer**  
**2025-2026**

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## 1. What kinds of Special Educational Needs can be met at our school?

If any pupil in our school has an identified barrier to learning, we will ensure that the appropriate support and provision is in place to allow them to participate fully in all aspects of school life.

Barriers to learning include, but are not limited to:

- ~ Communication and Interaction (e.g. speech and language difficulties or Autism).
  - ~ General learning difficulties, both moderate and severe (e.g. Dyslexia)
  - ~ Social, emotional and mental health difficulties (e.g. ADHD or attachment disorder).
  - ~ Physical disabilities (e.g. hearing impairment, wheelchair user)
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## 2. How do we identify and assess the needs of children?

Where a need is already identified, we will aim to gather information from everyone who currently supports the child (e.g. parents/carers, outside professionals, staff at previous settings). We regularly review progress based on assessment results, observations from the classroom, and talking to parents/carers and children themselves. This helps us to spot any difficulties your child might be having.

*More details can be found in the school SEND policy.*

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## 3. How do we assess and provide for children with SEND in our school?

### Within the whole class:

**The class teacher** has day-to-day responsibility for making sure each pupil has the right levels of work and support. Careful checking of progress may lead to different approaches, closer support, and the use of additional equipment. All children in school should be getting this as a part of excellent classroom practice.

### Within a smaller group:

We want all our children to become independent learners, but sometimes the teacher may identify gaps in learning that can best be targeted in a small group in or outside the classroom. This support may be provided by a teaching assistant or the teacher.

Sometimes, a pupil's additional needs may mean that they require a greater amount of support within school. This will vary from child to child. Some pupils may be supported by a care assistant or classroom assistant.

### Support from outside school

In some cases, we need to work with professionals from outside the school. These may be from a variety of organisations, including Local Authority Teams (School Inclusion Service) or The Healthy Families Team. We always talk to parents & carers before discussing a child with any of these professionals.

*More information about this kind of professional support is contained within the School SEND policy.*

### What if your child has a more complex, long-term need or disability?

For a very small number of children, assessment and provision may be provided through an Education, Health and Care Plan (EHCP). The following steps will lead to this:

- ~ The school or the parent asks the Local Authority to consider whether there is a need to formally assess the child's needs,
- ~ Information is gathered by the Local Authority from parents/carers, school and any other agencies involved,
- ~ A decision is made by the Local Authority about whether an EHCP is needed or not,
- ~ Where deemed appropriate, an EHCP is written with support from the Local Authority. It sets annual targets for pupils and outlines the provision to be put in place for the year ahead.
- ~ The EHCP is reviewed annually by all involved, including parents.

#### **How do we know if we are doing the best we can for your child?**

- ~ We review and track your child's progress regularly,
  - ~ We talk to you and your child's progress and listen to your views,
  - ~ We take advice from and work with any professionals involved.
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#### **4. How do we support SEND pupils in terms of their emotional and social development?**

We want each child to make progress in all areas. We will always talk to parent/carers and children if extra activities are needed in the short or long term to aid development. This extra help may be provided in the following ways:

- ~ 1:1 / small group support via Early Help
  - ~ 1:1 via School Nurse (Healthy Families Team)
  - ~ Social groups (School Intervention)
  - ~ Nurture groups (School Intervention)
  - ~ Positive Play / ELSA (School Intervention)
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#### **5. Who are the best people to talk to in our school about your child's SEND?**

As parents/carers know their child best, we want you to share any information and concerns you may have with us.

##### **Class Teacher**

The first person to chat to is your child's **class teacher**. They are responsible for overseeing day to day, in class provision. They are also responsible for making sure that the school's SEND policy is followed in their classroom.

##### **SENCO**

Sometimes, either the parent or the class teacher will want to take concerns to the school's SEND Leader, Miss Burt (**SENCo**).

The SENCo is responsible for making sure that your child's special educational needs are met, and that you are involved in supporting your child's learning. Contact with the SENCO can be made through the school office, by telephoning 01773 783930, or by emailing [senco@jacksdale.notts.sch.uk](mailto:senco@jacksdale.notts.sch.uk). Miss Burt works 2 days per week on a flexible pattern, so will aim to respond on her next working day where possible.

##### **Head Teacher**

If your child has a specific learning or physical disability and you would like your child to come to our school, the best person to talk to initially is the Head Teacher, Julie Brockerton. She will work with you to make sure that we can meet your child's needs.

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## **6. How are our staff supported and trained to meet the needs of your child?**

Within our family of schools, the SENCos meet once each term to discuss training needs. The Family SENCo organises training events in response to these discussions. Training may be either in-house or may use external providers.

The SENCo supports all staff within school and will organise whole staff and individual training or support where necessary. Sometimes, this may involve seeking advice from external agencies or professionals.

*More information can be found in the school SEND policy.*

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## **7. How do we make sure your child with SEND can access our building and equipment?**

Our school is committed to making reasonable adjustments wherever possible. This may include:

- ~ Contacting the local authority to see if adaptations to the building are required,
  - ~ Ensuring that the right equipment is available to meet every child's needs,
  - ~ Where specialist equipment is needed, contacting the Local Authority Physical Disability Support Service (PDSS) team to assess needs and provide advice and/or equipment.
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## **8. How will we involve you in your child's progress, provision in school and how you might help at home?**

We want parents to feel fully involved in every stage of their child's development. Sharing information is vital and is achieved by the following:

- ~ Regular, formal contact to discuss progress. This may include parent's evenings, review meetings and written school reports,
  - ~ Informal chats or phone contact. We offer an open-door policy to parents of SEND pupils. You may either enter the school, via reception, and ask for the appropriate adult, or telephone and make an appointment.
  - ~ Home/School books may be used as a written method of contact.
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## **9. Who will listen to your child and make sure their views are considered?**

All children are given opportunities to share opinions, successes and concerns with adults within our school.

Informally this happens whenever a child feels they might like to talk. The staff at Jacksdale Primary School work hard to foster positive relations with all pupils. More formally, pupils may be asked to contribute during review meetings, sharing their views and feelings.

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## **10. What should you do if you have concerns about how your child is supported?**

Where appropriate, the first person to speak to is the class teacher. Otherwise, you might like to speak to the SENCo directly. We always try to resolve any concerns as soon as they are raised.

Should it be difficult to resolve concerns, the more formal process outlined in our school's Complaints Policy should be followed.

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## **11. What support is available for you as a parent of a child with SEND?**

We want to work as closely as possible with you to support you wherever we can. Sometimes we may signpost you to other organisations or support networks outside school. The SENCo is a great source of information, but in addition to this, <https://www.nottshelpyourself.org.uk/> provides links to all of these organisations across the local authority.

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## **12. How will children with additional needs be supported during transition times?**

We understand that special preparations may be needed for some children with SEND when starting a new class, year group or school. We aim to make this as smooth and reassuring as possible through:

- ~ careful planning with the next setting,
- ~ sharing of information with parents/carers, including the opportunity to meet new staff before the move,
- ~ additional visits to the new setting,
- ~ home visits prior to starting school,
- ~ transition booklets (Passports) prepared in school with your child, providing information for the next setting
- ~ Year 6 pupils complete a set unit of transition work. This is designed to support them through their transition into secondary education.

*For more details see the SEND policy.*

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## **13. What else is available locally for your child with SEND?**

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information. You can find what is available in our Local Authority area on the Notts Help Yourself website: <https://www.nottshelpyourself.org.uk/>