

Cotgrave Candleby Lane School SEND Information Report 2025-2026



Our Curriculum Vision Statement

Cotgrave Candleby Lane School is part of the Flying High Trust Partnership, a multi academy trust. The ethos behind the Trust is grounded in a strong moral purpose and school-led improvement. It is founded upon a primary philosophy of putting children first in all that we do and promoting our three key values across all Trust schools, which are:

- Unique
- Exceptional
- Sustainable

These values are at the heart of our school and make sure that our children can all **'Look back with pride and forward with confidence.'** 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 pupils to achieve every day that will not only ensure our children are secondary ready, but also prepare them for life in what will be their modern Britain.

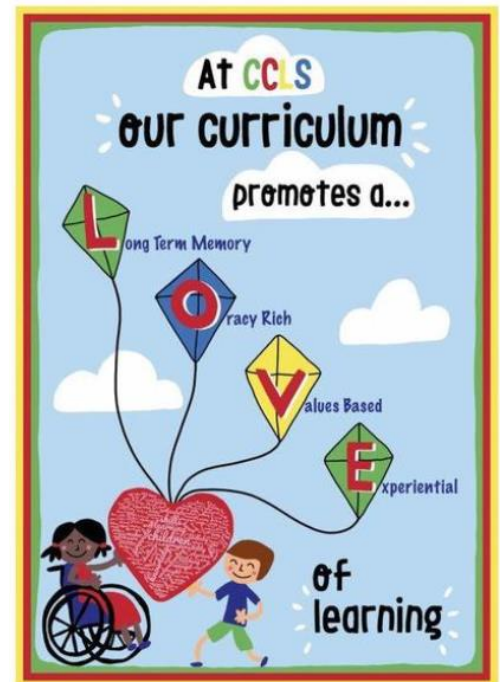
Our Candleby Lane curriculum promotes **'LOVE'**. Our curriculum promotes a love of learning. It is broad and balanced, rich and varied, and offers our pupils a learning journey that ensures they develop the knowledge, skills, experiences, attitudes and beliefs to become confident and passionate future citizens of the world.

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

Cotgrave Candleby Lane School is a Mainstream Primary School, which caters for 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 the 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 inclusion at Cotgrave Candleby Lane School 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 CCLS SEND/Pastoral Team

Our school is committed to ensuring that all staff are provided with the opportunities to enable them to support children with a range of specific needs. The SEND team attend relevant courses, meetings and external training to support this.



Mrs Cooper is the SENDCo in school. She has responsibility for co-ordinating the provision for all children in the school who have Special Educational Needs or Disabilities. She also co-ordinates the pastoral provision across school.



Miss Dimmock is our Family Support Worker. She is responsible for assisting families with early help, advice and working with the Healthy Family Team and other external agencies.



Miss Foulds is our Assistant Family Support Worker. She is responsible for working alongside Miss Dimmock with assisting families with early help and advice.



Miss Straw is our dyslexia specialist teaching assistant. She is responsible for completing profiles and screenings and monitoring interventions upon the request of the SEND team.



Mrs Ward is our ELSA (Emotional Literacy Support Assistant). She works 1:1 or with small groups to provide emotional support and tailored interventions.



Mrs Burns is our Draw & Talk practitioner. She works with children across school delivering a therapeutic intervention.

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 or 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. This is done 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 pupil, staff and parent/carer voice

We follow the graduated 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 SENCo, outside agencies, completion of checklists or formal assessments.

CCLS Graduated Approach



SEND | Inclusion

School Graduated Approach



Concerns are Identified

- Parental concerns
- Limited progress evidenced
- Previous setting
- Other professionals raise concerns
- Pupil progress meetings
- Staff concerns
- Child exhibits challenging behaviour
- Pupil struggles to access whole class learning

Assess, plan, do, review 1

Class teacher to follow the assess, plan, do, review cycle:

Class teacher to monitor and assess the child

Use AFL to assess the broad area of need and teacher to make adaptations to learning (using the QFT document and curriculum adaptations and the toolkit)

If EAL, consult the Bell Foundation for strategies and ask parents about home language

Plan for and use appropriate scaffolds in lessons

Talk to the child and family about their needs and support

Inform the SEND team of the actions that you are taking

Assess progress & effectiveness of the adaptations

Child is making good progress
Behaviour/engagement improves

Child's progress/engagement/behaviour
continues to be a cause for concern

Class teacher to continue with assess, plan, do review 2/3

Class teacher to complete a formal 'concern' form and child is added to MaC register

Class teacher to speak to parents (with SENDCo if needed)

Discussion with child around strategies in place and what works for them

Provision mapping used to plan appropriate intervention and/or support

SEND team to complete an observation to offer further strategies if required

Review the effectiveness of the provision.

Child is making expected progress
and/or behaviour improves
No longer a cause for concern
(remove from MaC after 2 terms)

Limited or no
progress seen
towards targets.

Child is making some
progress but further
adaptation needed
(max 2 terms)

Continue to monitor the child in
class and adapt teaching and
learning using appropriate
scaffolds, HQFT strategies and
curriculum adaptations

Child is entered on to the SEND register (parents informed)
Teacher completes a SEND support plan based around primary
area of need which is quality assured by the SENDCo
Provision is reviewed and targets set with parents at least termly
SENDCo to refer to outside agencies as appropriate

NB: A child's movement through the graduated approach may be escalated if needs are significant or if there is a sudden change.

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 pupil 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 need.
- Everyone understands the agreed outcomes for the child and what the next steps are.

We will notify parents 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 pupil's own views
- A clear outline of the provision for the pupil 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.

What is our approach to teaching children with SEND?

Teachers are responsible and accountable for the progress and development of all of the pupils in their class and therefore high-quality teaching and learning for all pupils is our first step in responding to pupils who have SEND.

This will be adapted for individual pupils to enable them to access the curriculum alongside their peers.

We make the following adaptations to ensure all pupils' needs are met by:

- Scaffolding our daily provision to ensure that all pupils are supported to access the curriculum alongside their peers for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our teaching, resources and staffing.

All staff have a copy of and refer to a document entitled 'High quality teaching 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.

Additional Interventions and Support

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

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health	Sensory & Physical
Shine Interventions Spotlight daily readers Whole word reading Subject specific interventions (pre/post teaching) SNIP Spelling	Social stories Now/Next boards Visual timetables SALT – internal/external Visual prompts Inclusive technology Talk Boost Lego therapy	ELSA Watch Me Rise Draw & Talk CASY counselling IMARA therapeutic conversation Reflection areas	1:1 physiotherapy OT circuits Sensory breaks Sensory circuits Inclusive technology

Outside Agencies

With consent from parents, we also work with the following agencies to provide additional support for pupils with SEND.

- Schools and family specialist services (SFSS)
- Rushcliffe Primary SEMH Partnership
- Educational psychologists
- Visual and hearing-impaired teams
- Physical Disability Specialist Service (PDSS)
- Schools Behaviours and Attendance Partnership (SBAP)
- Speech and Language Therapy (SaLT)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Physiotherapy

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 school council and class councils in which all children are supported to have a voice.
- ELSAs (Emotional literacy support assistant) can provide support for those children who need more targeted emotional support.
- We have a sensory room which all children can access.
- Each classroom has a reflection area which all children can access.
- CASY counselling
- We have a Family Support Worker and Assistant Family Support Worker who will work with the whole family to support positive outcomes for the child.
- We have two senior mental health first aiders.
- Children with SEND can access all extra-curricular activities and participation is actively encouraged.
- Attendance monitoring and support through our Family Support team.

We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our Healthy Bodies and Healthy Minds curriculum and through regular assemblies including our anti bullying assemblies.



How do we know that the support in place is working?

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

- Reviewing pupils' 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 pupils own voice and involving them in their reviews where appropriate
- Regular monitoring by the SENCO 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	Sensory & Physical
BSquared (Progression Steps)	SALT targets BSquared (Autism Progress)	Boxall	Sensory checklists

How do we support children who are moving between phases?

We support all of 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:

- During the Summer Term, transition meetings are planned to ensure detailed transfer of the child's needs and that the pupil profiles are passed on to the new class teacher. Parents may be invited to attend these meetings.

- Additional transition activities may be planned for children who need it such as those with emotional needs or ASD. This may include additional visits, transition books or social stories to support them with the change involved in moving on.

- Transition for new EYFS children who have been identified prior to starting school in their Nursery or pre-school setting will be completed by the EYFS Lead with the SENCO's support.

- For children transitioning to a new setting (such as secondary school) we work closely with the destination school to ensure that a clear transition plan is in place.

What if I'm not happy with the support being provided?

Any complaints about SEN provision in our school should be made to the SENCO or Head Teacher in the first instance to seek a resolution.

Parents 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?

In Nottinghamshire support for parents of children with SEND is available through 'ask us' (formerly known as parent partnership). They can be contacted on 0800 121 7772 or through the contact form on their website www.askusnotts.org.uk

The local authority produces their 'local offer' which enables parents to see the services which are available in locally for children with SEND. Nottinghamshire's local offer is published here:

[SEND Local Offer | Notts](#)
[Help Yourself](#)