

Peafield Lane Academy



SEND Information Report

2026-27

Written by: Abigail Fairlee (SENDCo)

Date – September 2026

Review Date – September 2027

Aims of this report:

At Peafield Lane Academy, 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.

At Peafield Lane Academy, we follow the SEND Code of Practice: 0 to 25 years and apply it alongside current statutory safeguarding, attendance, equality and inclusion guidance. Our approach is aligned with the Flying High Partnership Inclusion Model and is built around early identification, strong universal provision, targeted support where needed and bespoke provision for children with the most complex needs.

It can be viewed here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Local Offer

The SEND Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the education, health and social care services and provision available locally, including support for children with and without an Education, Health and Care Plan. Peafield Lane Academy will signpost families to the relevant Local Offer and use it to support joined-up planning with parents/carers and professionals.

Our Curriculum Vision Statement

"At Peafield Lane, we take PRIDE in everything we do — nurturing a thriving community where everyone is Proud, Respectful, Inclusive, Determined, and Empowered to succeed."

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.

Peafield Lane Academy 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 supports and develops the whole child. We are

committed to providing opportunities that enables all children to achieve and experience success every day that will not only ensure they are 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?

Peafield Lane Academy is a mainstream primary 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 Peafield Lane Academy 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 Peafield Lane Academy Inclusion Team



Abigail Fairlee is the **SENDCo** in school. She has responsibility for co-ordinating the provision for all children in school with SEND.



Lynsey Rodgers is our **Pastoral Teaching Assistant** who works alongside children and families across our schools.



Lois Clarke is our Headteacher who **oversees the provision for children with SEND.**

Admission Arrangements

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010 and the School Admissions Code. This includes children with SEND, children with medical needs, children who are vulnerable to missing education, children with English as an additional language and children with or without an Education, Health and Care Plan. The school will consider reasonable adjustments and support needs from the point of admission or transition.

Please refer to the school's admission policy available on the school website.

The school has close links with local schools. Together we run cohesive transition plans to ensure children are fully prepared for the next stage of their education.

The SENDCo will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENDCo will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed. This may include:

- Transition planning meeting with staff from the current school, future placement, and parents/carers
- Additional visits
- Personalised transition plan
- Sharing of information

Aims and Objectives

Aims

We aim to provide every child with access to a broad, balanced, ambitious and inclusive curriculum. High-quality adaptive teaching is the first response to need, supported by reasonable adjustments, curriculum adaptations and targeted or bespoke provision where required.

Our aims are:

- To provide an environment in which all children feel safe, cared for and supported.

- To promote and encourage independent learning, resilience, and the confidence to take risks. We recognise that everyone learns differently and that positivity, resilience, goal setting, self-awareness, cooperation and making mistakes are all part of learning.
- To encourage children to appreciate and understand the wider world in which we live.
- To provide a broad and balanced curriculum which ensures equality for all, enabling all children to achieve their full potential. We recognise and celebrate the diversity of achievement for each child.
- To establish a sound working partnership between home, school, and the wider community.

Objectives

- Identify the needs of children with SEND as early as possible

This is most effectively done by gathering information from parents/carers, education, health, and care services prior to the child's entry into school.

- Monitor the progress of all children

This is done to aid the identification of children with SEND. Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to remove barriers to learning, participation and belonging, ensuring children with SEND can access the curriculum and wider life of the school

This will be coordinated by the SENDCo, implemented by class teachers and supported by the wider school team. Provision will be planned through the graduated approach and reviewed regularly to ensure that intended outcomes, adaptations and interventions are having a positive impact.

- Work with parents/carers

This is essential to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their

child's progress, and providing information (annually) on the provisions for children within the school, and the effectiveness of the SEND policy and the school's SEND work.

- Work with external agencies

When the child's needs cannot be met by the school alone.

- Create a school environment where children feel safe to voice their opinions of their own needs. Child participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

- Provide a broad and balanced curriculum

Delivered by skilled professionals, so that children are enriched, understand, and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalised (with reference to the Government Prevent Strategy: see also the schools Child Protection Policy with regards to Preventing Extremism and Radicalisation).

SEND Provision: Universal, Targeted and Bespoke Support

At Peafield Lane Academy, we maintain a SEND register for children who require SEND Support or have an Education, Health and Care Plan. We also maintain a monitoring register for children who may be vulnerable to SEND or who require closer observation by teaching staff and the SENDCo.

The number of children identified as having SEND is reviewed at least termly as part of the child progress cycle. The SEND register, monitoring register and provision mapping are updated following reviews, assessment information and professional discussion.

The school uses a graduated approach to ensure that children receive the right support at the right time. This includes high-quality inclusive teaching for all children, targeted support where barriers remain, and bespoke provision for children with complex or persistent needs. Provision is informed by assessment, child and family voice, professional advice, attendance and behaviour information, safeguarding context and evidence of what is working.

Identification of Children's Needs

All teachers are responsible for identifying children with SEND and, working with the SENDCo, will ensure those children needing different and additional support are identified as early as possible.

Assessment is a process by which children with SEND can be identified. The progress a child makes is seen as an indicator in considering need for SEND provision. All staff follow Peafield Lane Academy's process for identifying children with SEND.

A graduated approach:

High-quality inclusive teaching

(a) High-quality inclusive teaching is the first response to need. Teachers use assessment, knowledge of the child, curriculum intent and professional judgement to identify barriers to learning and adapt teaching so that children can participate, learn and succeed.

(b) Universal approaches include clear explanations, explicit instruction, modelling, scaffolding, structured talk, feedback, positive relationships, calm routines, accessible resources, curriculum adaptations and checks for understanding. These approaches benefit all children and are especially important for children with SEND or other barriers to learning.

(c) Where barriers remain, teachers provide adaptations and additional support that are proportionate, purposeful, time-limited where appropriate and linked to the learning. Adaptations should maintain ambition, promote independence and be reviewed for impact.

(d) The SENDCo will be consulted as needed for support and advice and may wish to observe the child in class.

(e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

(f) If a child has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

(g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

(h) The child is formally recorded by the school as being under observation due to concern by parent/carers or teacher but this does not place the child on the school's SEND register. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.

(i) Child progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a child has SEND, parents/carers will be formally advised and the decision will be added to the child's school record. The purpose of identification is to ensure that effective provision is planned, delivered and reviewed so that barriers to learning and participation are reduced.

Where a child is identified as having SEND, it is important to recognise which of the four broad areas of need fits their needs. The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and Physical needs.

The purpose of identifying the area/areas of need is to identify the next actions the school needs to make, not to fit a child into a category. Children's needs often fit into several areas and their needs can change over time. It is important to review this alongside the review of their current needs.

Children on the SEND support register have a SEND Support Plan which identifies their strengths, barriers to learning, primary and additional areas of need, reasonable adjustments, curriculum adaptations, provision and intended outcomes. The plan is developed with the child and parents/carers and is reviewed at least termly through the assess, plan, do, review cycle. Reviews consider progress, participation, attendance, wellbeing, behaviour, safeguarding context and the impact of support.

The support provided in school, for children with SEND, consists of a four-part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The child's views and, where relevant, advice from external support services will also be considered. As a school, we strongly believe in listening to children's voices and understanding the areas they find more difficult and what would support them further. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the class teacher, SENDCo, parents/carers and, where appropriate, the child and relevant professionals. The plan will identify the adjustments, interventions and support required, the intended outcomes, who is responsible for delivery and the date for review. Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any specific teaching strategies/ approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible and accountable for the child's learning and progress on a day-to-day basis. This remains the case where interventions involve group or one-to-one teaching away from the main class. The class teacher will work closely with teaching assistants and specialist staff to plan provision, connect intervention with classroom learning and assess impact. The SENDCo will support further assessment, problem solving and the implementation of effective provision.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Requesting an Education, Health and Care needs assessment

If a child has significant and long-term needs, or where the nature, complexity or intensity of need means that provision may be required beyond ordinarily available support, the school, parents/carers or another professional may request an Education, Health and Care needs assessment from the local authority. This decision will be informed by evidence from the graduated approach, child and family voice, professional advice, intervention records and reviewed outcomes.

The decision to request an Education, Health and Care needs assessment will be considered through review of the child's needs, provision, progress and outcomes, in consultation with parents/carers, the child and relevant professionals.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health, and social care about whether the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC plans can be found via the SEND Local offer:

[Nottinghamshire's SEND Local Offer - Your Notts Directory](#)

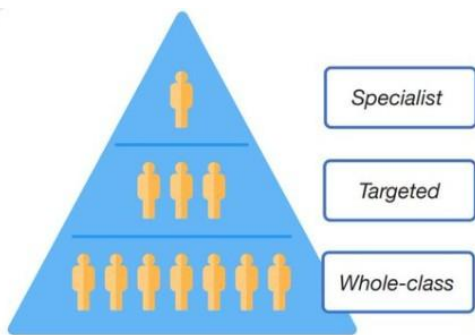
Education, Health and Care Plans (EHC Plan)

- a. Following statutory assessment, an EHC Plan will be issued by the relevant Local Authority if it is decided that the child's needs require provision to be secured through an EHC Plan. The school, parents/carers, the child and relevant professionals will be involved in developing and reviewing the plan.
- b. Parents/carers have the right to appeal against decisions relating to the content of an EHC Plan and the education setting named in the plan.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually. Annual reviews will include parents/carers, the child, school staff and relevant professionals, and will consider progress, outcomes, provision, attendance, preparation for transition and any changes required.

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. 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



At Peafield Lane Academy, 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.

are also documents to

support more specific adaptations in each of the individual subject areas.

Our Three-Tiered approach to Support and Intervention

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
Spotlight Daily Readers Whole Word Reading Subject Specific Intervention (pre/post teach)	Social stories Now/Next boards Visual timetables SALT – external/internal Visual prompts Inclusive technology Communication Books	Lego Therapy Zones of Regulation Breakwell Cycles 5-point scales Reflection areas Emotion coaching trained adults Relational approaches Trauma and attachment informed strategies	Sensory breaks Sensory circuit Therabands Wobble Cushions Sensory Room Inclusive technology

How We Adapt Our Curriculum and Environment for Children with SEND

At Peafield Lane Academy, 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 (Primary Steps and Engagement Steps)	B Squared (Autism Progress)	Boxall

Education Health Care Plans (EHCP) – How are these reviewed at Peafield Lane Academy?

At Peafield Lane Academy, 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 Peafield Lane Academy, 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 Peafield Lane Academy, 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 external providers
- Lunchtime and after-school clubs led by school staff
- Specialist sports clubs and coaching
- School trips, visits, and residential
- Opportunities to represent the school in events like debate competitions or sports tournaments

There are also opportunities for:

- School council and pupil voice groups
- Assemblies and performances
- Celebrations, themed days, and enrichment weeks
- 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.

Staff Training and Expertise

At Peafield Lane Academy, 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. Peafield Lane Academy 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 Peafield Academy Lane, 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:

- Notts Help Yourself
- Educational Psychologists
- Speech and Language Therapy (SaLT)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)

- Physiotherapy
- Sherwood Area Partnership
- Early Help Hub
- Healthy Family Team
- SEND Inclusion Service
- Mental Health Support Team

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 secondary school can be a big step for any child, especially those with SEND. At Peafield Lane Academy 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 Peafield Lane Academy:** 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 6:** Partnerships are established with the local secondary schools (Manor Academy, Queen Elizabeth's, All Saints, The Brunts Academy, Garibaldi Secondary School, Samworth Church Academy). 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 secondary 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 provision. 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 school council and class councils in which all children are supported to have a voice.
- 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 have a dedicated Pastoral Teaching Assistant to provide sessions and run a drop in nurture provision at unstructured times (e.g.: Lunchtime).

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 Peafield Lane Academy

At Peafield Lane Academy, 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 Peafield Lane Academy 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, (Abigail Fairlee) and our Designated Looked After Teacher, (Nadine Trolley) 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 Notts Help Yourself. 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: [Nottinghamshire's SEND Local Offer](#)

Evaluating Our SEND Provision

At Peafield Lane Academy, 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 and Assistant 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. E.g, B-Squared, Boxall Profiles and Strengths and Difficulties questionnaires.

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.