Nansen
Primary School

SEND Information Report 2026

This report sets out information about the provision for our students at Nansen Primary School with special educational needs and/or disabilities (SEND).

Nansen Primary School prides themselves on having an open-door policy and you are always welcome to discuss any matters related to SEND. Please call the school office on 0121 389 3787 or send an email to enquiry@nansen.bham.sch.uk. Please read this information page to learn more about provision for SEND pupils at our school.

At Nansen Primary School we pride ourselves on being an inclusive school. We are determined that every child has every possible opportunity to succeed. We ensure that children with SEN or disabilities are not treated less favourably than other pupils. Here at Nansen Primary School, the first priority for all our children is excellent quality first teaching. Our ethos sets high aspirations for achievement as well as providing high quality pastoral support. Therefor most of our pupils' educational needs can be met within the classroom environment. Reasonable adjustments are made to ensure provision offered to all, meets their personal need. Close monitoring takes place regularly to ensure each individual makes progress.

Some pupils may require additional support outside of the school classroom and in this instance, referrals can be made to our outside agencies. If you would like to contact any of these services please speak to the schools SENCo.

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Agency or Service	Who they work with	How school can get in touch with them
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Education, Health and Care Plan assessment is made	School have an allocated Educational Psychologist who the SENCo is in regular contact with. Parental consent is required.
Language, Learning and Strategic Support Team (LLSS)	Children who are working below the expected level or who have cognition and learning difficulties	We have a LLSS Teacher who visits regularly. The SENCo will speak with parents if they feel a PSS teacher should work with individual pupils.
Communication Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of autism or social communication difficulties	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.
Physical Disability Support Service (PDSS)	Children with Physical Difficulties which impact on their school access. They also provide training for staff	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.
Sensory Support Service (SSS)	Children who have hearing or visual impairment	Pupils are usually referred following a medical diagnosis; however, school can contact them for general advice.
Speech and Language Therapy Service	Children who are having difficulty with speech, language or communication. Children can have an in-depth assessment and intervention where needed	We work with Chatter Box who provide an allocated Therapist to work with children in school. Parental consent is required.

Behaviour Support (COBS)	Children with Social, Emotional and Mental Health needs.	The City of Birmingham School provide an allocated behaviour specialist who gives advice and works directly with pupils and their teachers. Parental consent is required.
School Nurse	Children with medical needs and their families.	The school nurse visits for a weekly drop-in and arranges meetings with parents who have been referred to their service. Parental consent is required.
Child Psychotherapy	Children with Social, Emotional and Mental Health needs and their families	Our Child Psychotherapist visits every week and helps children and their families.

At Nansen Primary School we identify SEND in different ways. Firstly, staff may identify concerns and report these to the SENCo, informal observations are then made and pupil and parents voice is gathered. Secondly, formal assessments are made half termly where all pupils progress is monitored and any child not making progress is identified. We will further assess the child in more detail, plan how to support them, carry out the support for a period of time and then review how well this has worked. At this point we may involve external agencies. School and parents work together in making an identification and planning next steps to make sure their child has the correct support. If a parent has concerns regarding their child, we encourage parents to first speak to the child's class teacher, who will then discuss the concerns further with the SENCo. A further meeting will then be arranged with the parent, the class teacher and the SENCo, to ensure we plan the best next steps to support the child together. We pride ourselves on listening to and building positive relationships with our parents/carers.

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During this meeting the level of support will be discussed and this may be some or all of the following:

- A child will be given some precise teaching and targeted adaptations within the whole class setting.
- A child will be given targeted small group intervention work for a set period of time. If progress is made during this small group intervention this may continue for a longer period or may be adapted to be supported back in a whole class setting. If this intervention does not address the need and we have further concerns we may change the support offered or ask outside agencies to support with further assessments.
- A child will be given targeted 1:1 support in a specific area of need for a set period of time. A referral would be made for support from outside agencies.
- Some children with Social, Emotional and Mental Health (SEMH) needs will have a pastoral support plan, which will detail the support they need from the pastoral team.

At Nansen we follow the graduated approach using the model of Assessing, planning, doing and reviewing, ensuring the student is always at the centre of this.



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At a specialist level a SEND Support Provision Plan (SSPP) or an Education, Health and Care plan (EHCP) may be applied for to support the children further in their education at school. You can find more information on these on the Birmingham Local Offer - https://www.localofferbirmingham.co.uk/home/parents-and-carers/

SEND Support Provision Plans (SSPP)

If a child has a special education need that goes above the need for group intervention and the need is over a longer period of time, then schools can make an application for a SEND Support Provision Plan (SSPP), with the support of outside agencies. This plan sets out specific targets for a child to work on and outlines the support needed to meet this. This plan needs reviewing every 12 months and a reapplication made if this is still appropriate. If this plan is needed over a longer period of time a Team around the child (TAC) meeting may be held to discuss the need for an Educational, Health and Care Plan (EHCP).

Education, Health and Care Plans (EHCP)

If a student has a life long or significant difficulties, they may undergo an assessment for an EHCP. This is usually requested by the school, but parents can also make this request. This request will be made when the complexity of need is significant and needs a multi-agency approach. The decision to request an EHCP will be made at a 'Team around the child' (TAC) meeting. The referral will be supported by reports submitted from outside agencies. This request will then be submitted to the Local Authority who will make the decision to assess the child's needs further. To gain more information please visit the Birmingham Local Offer website - https://www.localofferbirmingham.co.uk/education-health-and-care-plan/

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Who supports my child in school?

Mrs R Mahon - SENCo
Mr T Lewis – SEN Teacher
Mrs S Hussain – SEN Teacher
Miss Hezam – SEN teaching assistant
Miss Begum – SEN teaching assistant
Miss Rehman – SEN Teaching assistant
Mrs Kaleemullah – SEN Teaching assistant
Mrs Arshad – SEN Teaching assistant
Mrs Kauser- SEN Teaching assistant
Mrs Ahmed - SEN Teaching assistant
Mr Smith – Pastoral Manager
Mrs Akhtar – Family Support worker



Broad areas of need

There are pupils who have a specific learning or emotional need. The different kinds of special needs at Nansen Primary School are described here:

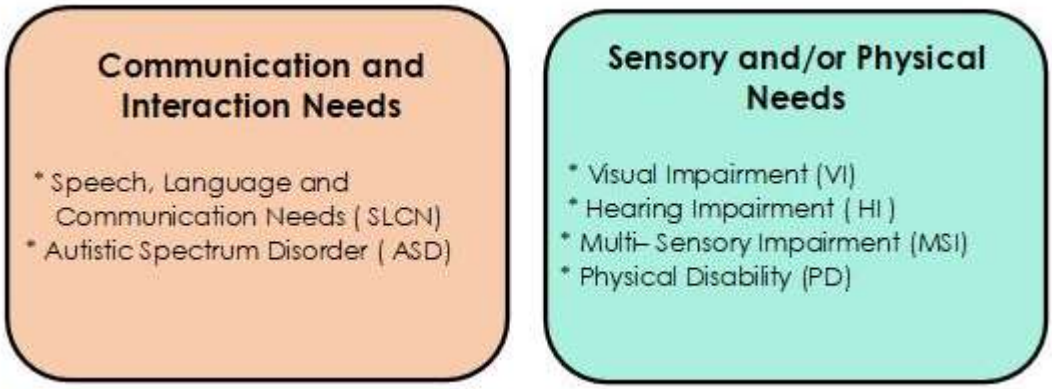
Cognition and Learning Difficulties

* Specific Learning Difficulties (SPLD) eg dyslexia/dyscalculia
* Moderate Learning Difficulties (MLD)
* Severe Learning Difficulties (SLD)
* Profound & Multiple Learning Difficulties (PMLD)

Social, Emotional and/or Mental Needs

* Depression
* Attention Deficit Hyperactivity Disorder (ADHD)
* Eating Disorders
* Anxiety Disorders
* Mental Health Issues
* Social Disorders

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What support will there be for my child's emotional and social wellbeing?

The school delivers the PSHE curriculum to all children.

This covers the areas of:

• Relationships

• Health and Wellbeing

• Living in the wider world – Economic wellbeing and being a responsible citizen

Children who require more specific support in this area can access a range of the following:

• Behaviour Plan

• 1:1 pastoral support

• Peer Mentoring

Trained medical staff and dedicated first aid facilities The school adheres to the following detailed policies: Anti Bullying, Behaviour, Safeguarding, Attendance and Supporting Pupils at School with Medical Conditions.

How are pupils with Special Educational Needs involved in their own education?

We involve children by prioritising development of independent learning skills throughout school. To ensure pupils have a voice and understand their learning needs and targets we ensure we have:

- Targets in child friendly language
- One-page profiles updated with the children
- Gathering pupil voice using questionnaires, visuals or social scripts
- Where appropriate we ask children to join in with SSPP or EHCP review meetings

How are parents of our pupils with SEN involved at Nansen?

Nansen have an open-door policy and we are always available for parents to contribute to their child's education. Parents are encouraged to talk to the class teacher regularly and all teachers are available at the end of each day. Should you wish for a longer discussion this can be arranged with the class teacher.

In addition to this we offer the following to all our parents:

- A website with lots of information about our curriculum and the support children can receive
- Regular meetings with the SENCo
- Parents evenings where children's additional needs can be discussed
- Parents are invited to reviews of provision where appropriate
- Signpost to parent groups and other services
- Coffee mornings every half term

How Nansen knows how well my child is doing?

At Nansen primary school we:

- Ensure precise identification of SEND
- Track progress of students with SEND across subjects using the Birmingham toolkit trackers
- Daily marking and feedback

- Track and monitor progress throughout the year with formal reporting six times a year
- Track progress and attainment against the Early Learning Goals, Age Related Expectations, Read Write Inc, standardised assessments
- Identify achievement across SEND groups
- Use effective, evidence bases interventions
- Rigorous assessment and interventions
- Evaluate the impact of interventions
- Frequent, honest, open communication with parents and pupils.
- Reviews of School Support Provision Plans (SSPP)
- Reviews of Education, Health and Care plans (EHCP)

How will the curriculum be matched to my child's needs?

Adaptations to provision are based on careful analysis of personal need and close monitoring of each individual's progress. We have outstanding teaching across the school and our teachers are skilled at adjusting the curriculum to match a child's needs.

How accessible is the curriculum?

As an inclusive primary school, we will ensure that there is clear communication with parents who find written English difficult to understand. This may be through the use of an interpreter, translated written documents or verbal/face to face discussions. The school will provide specialist resources for children to be able to access the curriculum fully, for example: pencil grips, coloured overlays, iPads, specific software Quality first teaching and Visual timetables.

What extra-curricular activities can SEN children access at school?

We believe that all children are entitled to a broad and balanced curriculum. This includes access to fun and stimulating contexts and extra-curricular activities.

All children, including those with SEND can participate in after-school clubs. Nansen has a number of children who have physical and sensory needs. For some children with these needs, it's necessary to seek and follow the advice of medical professionals about how they

may access our sports clubs. We make every effort to ensure children with SEND can access as many of these clubs as possible.

Arrangements for The Admission of Students with Disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupil. Further considerations are made in the light of need and accessibility. Steps are taken to prevent any pupil being treated less favourably than others. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all students.

At Nansen Primary School we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010. Pupils should be provided with the opportunity to experience, understand and value diversity.

We aim to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include but not exclusive:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum
- planning out-of-school activities including school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities
- devising teaching strategies which will remove barriers to learning and participate for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities

- raising awareness of disability amongst school staff (teaching and non-teaching) through appropriate training
- providing written information for pupils with disabilities in a form which is user friendly
- using language which does not offend and ensure staff and pupils are aware of the importance of language
- examining our library and reading books to ensure that there are examples of positive images of disabled people

How will Nansen support your child through transition?

When a child with special educational needs start at Nansen, we:

- Meet with them and their parents to ask and answer questions about their needs
- If necessary, provide a transition book with photos and information about their new school
- Arrange visits to the school and any workshops that are appropriate prior to their start date.

When a child with special educational needs moves into a new class at Nansen, we:

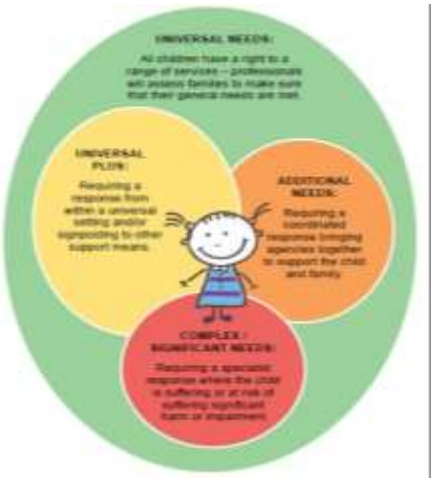
- Give the child a transition book so they have information and pictures about their new classroom and teachers
- Talk to the child and their family about any changes and how to support at home
- Introduce the child to their new class and teacher well before their transition.
- Transition meetings with parents and outside agencies
- One-page profiles created with the children, teachers and parents

When a child with special educational needs leaves Nansen in Year 6, we:

- Work with the child's new school to make sure they have a transition which is as easy as possible for them
- Talk to key staff at the new school about the child's needs and hold a review meeting if needed
- Arrange additional visits to the new school if required and appropriate to do so

How can I access support for myself and my family?

Within school we provide a key family support worker who is always happy to meet with parents. The family support worker can provide access to a range of local and national support agencies. In some circumstances we will complete an Early Help Assessment to identify what is going well and what support is needed.



Further support can be obtained from the Birmingham Local Offer via:

https://www.localofferbirmingham.co.uk/

If more than one agency is required to support a family a 'Team Around the Child Meeting' (TAC) will be arranged which will support this process.

How can I raise a concern and/or make a complaint about the SEND provision at Nansen?

We are at Nansen committed to providing excellent service to all of our children and their parents and for us to do this to the best of our ability is to listen to parents' views. We encourage parents to contact school about any concerns that arise and not to wait for a formal opportunity to do this.

If you have anything to feedback to us, whether good or bad, please contact the class teacher of SENCo.

If you have a complaint about the SEND provision, please tell us promptly by contacting the following people in order:

- Class teacher

- SENCo
- The Head Teacher
- The SEND Governor

All of the above can be contacted in the school number 0121 389 3787 or alternatively email enquiry@nansen.bham.sch.uk

The SEN Governor will then refer to the complaints procedure to try and address any issues.

For further information please see our complaints policy which can be found on our website under key information – policies.
We realise that parents can sometimes find schools hard to approach for a number of reasons and may find approaching school hard when things are not going well.

If you need support to raise a concern or make a complaint then you can also contact SENDIAS Parent Carer Support Service, an independent organisation that provided a disagreement resolution service.

Information and advice support service – https://www.birminghamsendiass.co.uk/

Address - PO Box, 16270, Birmingham B2 2HN
Telephone - 0121 303 5004
Email - SENDIASS@Birmingham.gov.uk

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here:
https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure