



THE PYTHON HILL ACADEMY

LABOR OMNIA VINCIT

Local Offer SEND Information Report **2025-2026**

1. What kinds of special educational needs does the school/setting make provision for?

The Python Hill Academy caters for a wide variety of special educational needs. Including children with medical conditions such as: Autism, ADHD, Dyslexia, Physical disabilities such as Cerebral Palsy, Learning difficulties, Speech and Language delay and other emotional and behavioural difficulties.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

On entry and throughout the academic year we assess all the children using a variety of different assessments. This enables us to identify children who are working behind academically or children who are functioning at a lower than expected emotional/behavioural level. If you are worried that your child might have special educational needs you should, in the first instance discuss this with their class teacher. The teacher will be able to discuss this with you further and if appropriate will discuss this further with the SENDCo. Alternatively, any parents are welcome to make an appointment to meet with the SENDCo (Mrs Claire Stirland). Further details are available in the Special Needs Policy which is located on the website.

3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Regular reviews are undertaken of the SEND support that is in place and the progress of children is monitored. Monitoring, observing and assessing a child's needs allows staff work together with the SENDCo to put in place appropriate support and provision to meet identified difficulties. We welcome parents support at all stages. Targets are set and these are recorded on an action plan e.g, a Pupil Profile, a Parents Evening Proforma, or in a Behaviour Support Plan (if required).

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

We have an open-door policy so parents are always welcome to come and speak to class teachers or the SENDCo. We also arrange regular review meetings for children with additional needs to discuss how they are doing and set future targets. Parents are signposted to relevant support organisations if a specific need is highlighted.

3.c) What is the school's approach to teaching pupils with special educational needs?

We follow a fully inclusive curriculum and have high expectations for all children. We ensure that all children are given the opportunity to reach their full potential. Any children (with or without special educational needs) who are not making adequate progress are targeted and appropriate interventions are put in place. We support pupils with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Signing and assisted communication
- Using specialist intervention programmes within the Waves of Provision
- Social skills programmes
- Seeking support and involvement from Outside Agencies.

[3.d\) How will the curriculum and learning be matched to my child/young person's needs?](#)

All lessons are tailored to the children's needs and work is planned and matched to the children's different abilities. Care is taken to identify a child's specific and preferred way of learning and work is planned accordingly. Where appropriate, a child might have an individual timetable and specific work or additional support depending on their additional need.

[3.e\) How are decisions made about the type and amount of support my child/young person will receive?](#)

The teacher and SENDCo discuss together the best support to give a child in conjunction with the parent/carer. Where appropriate, individual timetables are planned for specific children. If a child requires additional one to one support with an adult, then where appropriate the school can access additional funding through the family of schools SEND budget. The child's additional needs would need to match the criteria to qualify for additional funding. This would be applied for by the SENDCo.

[3.f\) How will my child/young person be included in activities outside the classroom, including school trips?](#)

No children are excluded from any activities or school trips. If any child needs additional support of provision then this is provided.

[3.g\) What support will there be for my child/young person's overall well-being?](#)

At The Python Hill Academy the staff strive to ensure that the children have very positive relationships with the adults they work with. Therefore, they feel they can talk to their teacher. We also have worry boxes and worry monsters in every classroom and online to allow children the opportunity to seek help when needed. We also have assessments in school that allow us to monitor and track a child's emotional wellbeing.

[4. \(For mainstream schools and maintained nurseries\) Who is the school/setting's special educational needs co-ordinator \(SENDCO\) and what are their contact details.](#)

Mrs Claire Stirland
The Python Hill Academy
office@pythonhill.notts.sch.uk 01623 464164

[5.a\) What training have staff supporting special educational needs had and what is planned?](#)

Staff have ongoing training and support. All our newly qualified staff attend training with regard to SEN. We regularly share knowledge and expertise in relation to children with SEN with other colleagues of the Trust. Staff can access various online training courses to update their knowledge and skills.

[5.b\) What specialist services and expertise are available or accessed by the setting/school?](#)

We have close links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- The Educational Psychology Service (EP)
- Therapists including those for Speech and Language (SALT), Occupational (OT) and Physiotherapy (PT)
- School Inclusion Service (Formerly SFSS) – includes those for Early Years, Cognition and Learning, Communication and Interaction, Sensory Impairments and Physical Disabilities
- The Personal Social and Emotional Support Team (PSED)
- Sherwood Area Partnership (SAP)
- Education (Re-thinking Engagement & Approaches to Learning)
- Health Services including School Nurse, Paediatricians, Health Visitors and Child and Adult Mental Health services (CAMHS), The Healthy Families Team, Neurodevelopmental Support Team (NST)
- Social Care and Local Children's Centres
- Out Reach and Voluntary Services Schools and Families Support Services
- Manual Handling and Disability Access support

[6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?](#)

Please refer to academy access plan which is found on the academy website.

[7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?](#)

Parents are invited to have a parent's evening appointment with their child's class teacher twice per year. We have an open-door policy so parents are welcome to speak to their child's teacher whenever the need arises. The SENDCo and class teacher carry out review meetings during parents evenings two or three times a year for parents of children with more complex special needs. The SENDCo also arranges other meetings with parents if school are concerned about a child. Parents can make an appointment to see the SENDCo when they feel they need to. We welcome the involvement of parents in their child's education as we feel that this is essential to enable children to reach their full potential.

[8. What are the arrangements for consulting young people with SEN and involving them in their education?](#)

Children are involved with their target setting and can attend meetings if they would like to. The teachers strive to find out the children's interests and tailor the provision in school to meet these interests. Children's interests are included in their SEND Pupil profile to ensure all adults who work with the child are informed.

[9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?](#)

We would always encourage parents to discuss any concerns they have with the class teacher in the first instance. Alternatively, they could make an appointment to speak to the SENDCo. Please refer to the school complaints policy on the school website.

[10. How does the governing body involve other organisations and services \(e.g. health, social care, local authority support services and voluntary organisations\) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?](#)

The SENDCO provides updates to the Trust SENDCO Trustees. This enables Trustees to see the progress data of children with additional needs and ask questions to ensure that all children's needs are being met.

[11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?](#)

The school SENDCO can signpost parents to a wide range of support organisations such as Family Support, local support groups. The SENDCO will also refer a child to obtain other professional support if it is felt that staff in school need some advice or training in relation to a specific need of a child. The school website is updated regularly and is a source of information for the parents of children with Special Educational Needs.

[12. How will the school/setting prepare my child/young person to: i\) Join the school/setting?](#)

Children who join from different areas or during the school year have their transition carefully planned to ensure that it is positive and successful.

[ii\) Transfer between phases of education \(e.g. early years to primary, primary to secondary etc\)?](#)

The Python Hill Academy has positive relationships with our feeder schools and plan comprehensive transitions for children with additional needs when they transfer into a different phase of their education. This might include additional visits to the school and the staff from secondary school also come to visit children. Some children have Vulnerable Pupil Profiles which are also used to aid transition to their next phase of education. SEND pupil profiles are also shared with secondary schools.

[iii\) Prepare for adulthood and independent living?](#)

We tailor the curriculum for individual children, so if we feel a child needs further support to learn essential life skills, then this will be incorporated into their learning.

[13. Where can I access further information?](#)

Further information can be found by accessing:

<https://www.pythonhill.co.uk/academy-information/special-educational-needs-disabilities/>

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