



Carlton Digby
School

SEND Information Report 2025 – 2026

Head Teacher Signature:	<i>Naomi Boulter</i>
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Introduction

Carlton Digby School is a Nottinghamshire special school for pupils aged 4–18 with a wide range of Special Educational Needs and Disabilities (SEND). We are committed to ensuring that every pupil can learn, communicate, and thrive in a safe, inclusive, and nurturing environment through our school vision of ‘Together we achieve’. Our approach places each pupil at the centre of their education, focusing on developing communication, independence, and emotional wellbeing.

This SEND Information Report outlines how we identify, assess, and support pupils with SEND in line with:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The SEND Code of Practice (2015, updated 2020)
- The Equality Act 2010

It should be read alongside our school’s SEND Policy, Accessibility Plan, and the Nottinghamshire Local Offer, which provides further information about services and support available to families.

1. What types of SEND does the school provide for?

Carlton Digby School provides education for pupils aged 4–18 who have an Education, Health and Care Plan (EHCP). The school caters for a broad range of special educational needs and disabilities across the four areas of need defined in the SEND Code of Practice. Pupils may also have associated medical or sensory needs requiring additional health or therapeutic support.

Pupils who attend the school have an Education Health and Care Plan (EHCP). Admission to the school is coordinated by the local authority SEND team.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD), with associated cognition and learning needs
	Speech and language difficulties, with associated cognition and learning needs
Cognition and learning	Moderate learning difficulties
	Severe learning difficulties
	Profound and multiple learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD), with associated cognition and learning needs
	Attention deficit disorder (ADD), with associated cognition and learning needs
Sensory and/or physical	Hearing impairments, with associated cognition and learning needs
	Visual impairment, with associated cognition and learning needs
	Multi-sensory impairment, with associated cognition and learning needs
	Physical impairment, with associated cognition and learning needs

2. Which staff will support my child, and what training have they had?

All staff receive training on an annual basis to support pupils’ health and safety needs as well as more specialist training around specific conditions. Staff receive training in Makaton, safe moving and handling, managing health needs and restrictive physical intervention (CPI).

Staff are kept up to date with new developments through continuing professional development (CPD) and its effectiveness is monitored. Staff have an obligation to share their CPD with other staff to facilitate a cascade of the information, advice and training they have received. All teaching staff are part of a peer coaching programme to share and develop good practice across the school.

The SENCo is Tricia Marron.

External agencies and experts

Effective multi-professional and agency working is the key to successfully supporting pupils' needs at Carlton Digby School. Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- Music and Art therapists
- Healthy Family Team
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. How will the school know if my child needs SEND support?

Your child's needs will be fully detailed in the EHC plan. Carlton Digby School will ensure that the education provision contained within the plan is delivered. Where pupils demonstrate emerging or additional needs, staff will assess, observe, and discuss these with parents and the SENCo to consider if further advice or assessment is required. This ensures early intervention and responsive support. If we need to seek the support of other professionals, as detailed above, we will do this to ensure your child's needs can be met within our setting.

The class groupings at Carlton Digby are appropriate to the needs of and the number of pupils. Classes at Carlton Digby are small and have a high staff to pupil ratio and we ensure that a suitable peer group is available for each child. Pupils have the opportunity to work as a whole class, small group and individually. When required, some pupils have personalised programmes.

All staff are highly trained to meet the needs of all pupils within the school. Training is cascaded to staff as appropriate. Staff and pupils use a variety of communication methods to ensure that pupils can access learning.

The school is a purpose built facility for pupils with SEND. There are a range of fully accessible, specialist rooms, such as hydrotherapy, sensory room, soft play room, interactive floor, science laboratory, food technology.

4. How will the school measure my child's progress?

Progress is tracked using our whole-school assessment systems appropriate to each pathway, including engagement and progress frameworks for pupils working below national curriculum levels. We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve through an Individual Learning Plan that is linked to the outcomes within the EHC plan. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn.

The school's quality assurance programme monitors provision to ensure that it meets pupil needs. Teaching and all aspects of learning are monitored at least termly by the senior leadership team and school governing body. These take the form of lesson observations, learning walks, work and planning scrutiny, pupil interviews, moderation, pupil assessments and appraisal of teachers and support staff.

The classes are divided to enable staff to support the pupils' individual needs within a class setting. Additional support is sometimes required for individuals. There are a range of intervention rooms within the school, which are used as appropriate to the individual or group of pupils.

5. How will I be involved in decisions made about my child's education?

We work in co-production with families to plan and review provision, ensuring that their views and aspirations are central to decision-making. Parent and Carer involvement is vital in the education of each child. The school regularly involves parents in the educational process. We will provide at least two formal written reports on your child's progress, through the annual review of the EHC plan and an end of year report on progress.

At the annual review of the EHC plan, you will meet with school staff and other professionals involved to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

In addition, there is at least one parents' evening meeting per year where progress is shared and discussed with the parents and the class teacher.

There are further opportunities for parent/carer communication in coffee mornings, Class Dojo, start and end of the school day and school newsletters. Parent/carer workshops offering information or training are available across the school year and are organised by the Family Support Worker with support from external agencies.

Behaviour is monitored closely within the school, and parents will receive written communication detailing any significant incidents that have occurred. Parents will always be informed if restrictive physical intervention has been used.

6. How will my child be involved in decisions made about their education?

Decisions around provision are made initially around the time of entry into school through consultation with parents and other professionals. An initial post entry review meeting for new pupils is held within the first term of their entry into the school. Regular meetings are held to review progress and provision with both the local authority and parents/carers.

The school recognises and respects the individual needs of all pupils.

The school population covers a wide range of ages and abilities and consulting with pupils is based on these factors. Pupil voice is encouraged through a school council and pupil meetings. We use a range of accessible methods to capture pupil voice, including symbols, photos, communication aids, and supported choice-making, ensuring all pupils can contribute to decisions about their learning.

All pupils have access to a programme of personal, social and health education which is adapted to ensure it meets the needs of all.

7. How will the school adapt its teaching for my child?

Where specific strategies, equipment, or environmental adaptations are identified in a pupil's EHCP, these are implemented and monitored to ensure consistency across the curriculum.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. "Quality First Teaching" pedagogy focuses on creating highly focused lessons with clear learning objectives, maximising pupil engagement through active participation, utilising varied questioning techniques, providing opportunities for dialogue and collaboration, and consistently offering positive feedback to ensure all pupils can access and succeed in the learning process; key elements include clear explanations, modelling, adaptive teaching, and building on prior knowledge to promote independent learning and responsibility for one's education.

Key components of Quality First Teaching

- **Clear Learning Objectives:** Every lesson should have explicit, measurable learning outcomes that pupils understand from the beginning.
- **High Engagement:** Employ diverse strategies to actively involve all pupils, including questioning, discussions, hands-on activities, and collaborative work.
- **Adaptative Teaching:** Tailor instruction to meet individual pupil needs by providing varied levels of challenge and support through adapted activities and scaffolding.
- **Effective Questioning:** Utilise open-ended, higher-order thinking questions to promote critical analysis, reasoning, and deeper understanding.
- **Modelling and Explanations:** Clearly demonstrate concepts and procedures through modelling, providing detailed explanations and visual aids when necessary.
- **Positive Feedback:** Regularly provide specific, constructive feedback to encourage progress and build pupil confidence.
- **Collaborative Learning:** Foster collaborative environments where pupils work together to solve problems, share ideas, and build on each other's strengths.
- **Prior Knowledge Activation:** Connect new learning to pupils' existing knowledge by reviewing relevant concepts and making explicit connections.
- **Visible Learning:** Make learning goals and expectations clear to pupils through visual displays, learning targets, and regular progress checks.
- **Inclusive Practices:** Design lessons that are accessible to all learners, considering individual needs and providing necessary accommodations.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it
- Adapting our teaching
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Teaching assistants will support pupils in an appropriate way

We provide a wide range of interventions that support all areas of need.

8. How will the school evaluate whether the support in place is helping my child?

SEND provision is also reviewed termly by the Senior Leadership Team and reported to the Governing Body to ensure accountability and ongoing improvement. We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires and pupil voice activities
- Monitoring by the Senior Leadership Team
- Holding an annual review

9. How will the school resources be secured for my child?

Carlton Digby is a purpose built building which allows access for all pupils to all areas of the school by use of lifts. Access to the building and grounds is through a secure gate and a double door in the main foyer. All

external doors are controlled by an access fob system. There are also internal fences and fob access doors which allow the pupils to move safely through the grounds.

The school has a range of specialist equipment including a hydrotherapy pool, sensory room, a soft play area and adapted outdoor play areas. All equipment is modified to meet the needs of pupils. The school offers specialist curriculum areas for science, art, design technology and ICT. The school is fitted with tracking hoists to support full access to pupils with mobility issues.

Each child receives high-needs funding, that is moderated by a group of special school Head Teachers and local authority representatives on entry to the school or when needs have changed. The school uses the high-needs funding to ensure that staffing levels are adequate for the pupils needs and that the curriculum can be taught effectively to all pupils. Funding is allocated in line with the Nottinghamshire High Needs funding guidance, ensuring resources directly support the outcomes identified in each pupil's EHCP.

10. How will the school make sure my child is included in activities?

Carlton Digby School is committed to providing an environment in which all pupils, staff, parents, carers, and visitors feel valued, respected, and included through:

- Promoting equality of opportunity for pupils with disabilities
- Anticipating and removing barriers rather than reacting to them
- Involving pupils and parents in identifying accessibility priorities
- Embedding inclusive practice throughout teaching, communication, and the environment
- Reviewing and updating the Accessibility Plan to monitor impact and ensure continuous improvement

No pupil is ever excluded from taking part in activities because of their SEND and we will make reasonable adjustments to make sure they can be included.

Pupils have access to off-site school visits, Forest Schools and most pupils will have an opportunity to attend a residential visit (at some point during their time at CDS). The school has mini-buses to enable these visits to happen. Staff are fully trained to support pupils' medical needs and a thorough risk assessment process is undertaken for off-site visits. The School Council meet termly and discuss a variety of topics and themes.

Staff ensure that reasonable adjustments are made in line with the Equality Act 2010 to remove barriers and promote participation in all aspects of school life.

11. How does the school make sure the admissions process is fair for pupils with SEND?

All pupils at Carlton Digby School have an Education, Health and Care plan.

A consultation process will take place to determine if the school can meet the child's needs. This is a two-step process. The first stage involves a review of the child's EHC plan and the second stage involves an in person review of the child in their current setting. If a positive second stage response is returned, this does not guarantee a place at the school. Pupil places are managed and allocated through the SEND team (ICDS) at Nottinghamshire County Council. If a request for a place is to be made, contact with the SEND team must be made.

All admissions decisions follow Nottinghamshire County Council's policy for maintained special schools and are made in accordance with section 39 of the Children and Families Act 2014.

12. How does the school support pupils with SEND?

Carlton Digby School provides highly individualised support for pupils with SEND through a holistic, child-centred approach that recognises each learner's unique strengths, needs, and aspirations. Provision is carefully planned and delivered by a skilled multidisciplinary team, including teachers, teaching assistants, therapists, and specialist staff, who work collaboratively to implement personalised learning programmes aligned with pupils' EHCPs.

Learning is structured through differentiated pathways (pre-formal, informal and semi-formal) to ensure access, engagement, and progression for all. The curriculum emphasises communication, independence,

and emotional regulation, supported by a total-communication environment, sensory-based teaching, and consistent use of visual supports.

Targeted interventions, therapeutic input, and ongoing assessment enable staff to adapt provision responsively, while strong partnerships with parents, carers, and external professionals ensure that every pupil is supported to achieve their potential and experience success in a safe, inclusive, and nurturing environment.

13. How will the school support my child's mental health, and emotional and social development?

Carlton Digby School places pupils' mental health, emotional wellbeing, and social development at the heart of its provision. Staff build strong, trusting relationships with pupils and provide consistent routines and safe, nurturing environments that promote a sense of belonging and security.

Emotional regulation and wellbeing are supported through personalised approaches such as sensory regulation plans, emotional check-ins, and the use of structured therapeutic and communication-based strategies.

Social development is embedded across the curriculum, with daily opportunities for pupils to practise interaction, cooperation, and friendship skills in supported settings. Specialist interventions, such as nurture sessions, ELSA support, and access to therapeutic input (including speech and language, occupational, and physiotherapy), further strengthen pupils' emotional resilience and self-esteem.

Staff receive ongoing training in trauma-informed practice, emotional literacy, and positive behaviour support to ensure consistent, compassionate responses. The school works closely with families and external professionals to promote a holistic approach to wellbeing, ensuring that every pupil is supported to feel safe, valued, and ready to learn.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Carlton Digby School ensures that transitions are carefully planned, personalised, and sensitively supported to promote security, confidence, and continuity for every pupil. Transitions between classes or key stages are prepared well in advance through social stories, visual supports, transition booklets, and opportunities for pupils to visit new environments and meet staff gradually. Staff teams work collaboratively to share detailed information about each pupil's needs, routines, and preferences, ensuring consistency and a smooth handover.

When pupils move on to new settings or prepare for adulthood, transition planning begins early and is coordinated through the EHCP review process, involving parents, carers, and external agencies. For older pupils, preparation for adulthood is embedded across the curriculum, focusing on independence, communication, community participation, and employability skills. Bespoke transition programmes, supported visits, and strong multi-agency partnerships help ensure that pupils and families feel fully informed, supported, and confident about next steps, enabling each young person to move forward successfully and positively.

15. What support is in place for looked-after and previously looked-after children with SEND?

Carlton Digby School provides carefully tailored support for looked-after and previously looked-after children with SEND, recognising the additional vulnerabilities and emotional needs that may arise from their experiences.

Each child has a team of class staff who provide consistent support, advocacy, and a trusted relationship. The Designated Teacher works closely with the social workers, carers, and the Virtual School to ensure that provision meets both educational and emotional needs. Personal Education Plans (PEPs) and EHCPs are closely aligned to provide coherent, holistic support, with regular reviews to monitor progress and adapt strategies as required.

Staff are trained in attachment-aware and trauma-informed approaches, ensuring that behaviour is understood within the context of past experiences and that responses promote safety, trust, and stability.

Targeted interventions, therapeutic input, and nurture-based approaches are used to build resilience, confidence, and positive relationships.

The school maintains strong communication with carers and external agencies to ensure that each looked-after or previously looked-after child receives the personalised, consistent care and support they need to thrive both academically and emotionally.

The Designated Teacher for looked after children is Brett Meats.

16. What should I do if I have a complaint about my child's SEND support?

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCo or Head Teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, please see: [Ask Us Nottinghamshire](#).

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

We recognise that supporting families is essential to achieving the best outcomes for pupils with SEND. The school works in partnership with parents and carers, valuing their knowledge and insight, and maintaining open, honest, and regular communication through meetings, home-school messaging, and review processes.

Families have access to support from the school's Family Support Worker, who can provide practical guidance, emotional support, and signposting to external services such as health, social care, and local support networks. The school hosts information sessions, workshops, and parent forums to share strategies that can be used at home and to strengthen collaborative working.

Staff ensure parents are fully involved in decision-making through the EHCP process and transition planning, helping them feel informed and empowered. The school's ethos of care extends beyond the classroom, providing a welcoming and supportive environment where families know they are listened to, understood, and included as key partners in their child's education and wellbeing.

Further information can be found on the school website www.carltondigby.notts.sch.uk or by contacting the school office 0115 9568289 or office@carltondigby.notts.sch.uk.

Nottinghamshire County Council website – SEND offer: www.nottinghamshire.sendlocaloffer.org.uk

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [local SENDIAS organisations](#).

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

This report will be reviewed annually and updated to reflect any changes in statutory guidance or school practice.