



Gawber Primary School



SEND Information Report

2025-26

Welcome to our special educational needs and disability (SEND) information page.

Gawber Primary School is an all-inclusive school which strives to ensure and support **all** children so that they are **all** able to achieve their full potential.

In order to do this, many steps are taken to support them on their journey through school. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed for them to achieve their targets.

We understand that every child is different and therefore the educational needs of every child are different. For this reason, what we offer children with special educational needs and/or disabilities is tailored to meet the individual needs for the child. The provision for each child is designed by staff working alongside the child, the child's family and where necessary other outside agencies (e.g., speech and language therapist, physiotherapist, educational psychologist).

The school's Special Educational Needs Co-ordinator (SENCO) is Miss Rachael Smith.

The SEND Governor is Mr Marcus Phillips.

The school works with due regard to the SEND Code of Practice (2014) and the Equality Act (2010).

Please use the question links below to find out how we strive to meet the needs of your child. If you do not find the answer to your questions, please contact the school on 01226 289728 or email office@gawberschool.co.uk

What is a special educational need?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) Above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act 2014) (SEN Code of Practice 2014, 1.8).

There are four broad areas of need which are planned for and supported;

-Communication and Interaction

E.g., speech, language and communication difficulties and Autistic Spectrum Disorder

-Cognition and Learning

E.g. moderate/severe difficulties with learning

-Social emotional and mental health difficulties

E.g. attachment disorders, Attention Deficit Hyperactivity Disorder and disruptive behaviour

-Sensory and/or physical needs

E.g. physical disabilities, visual or hearing impairment and multi-sensory impairment

What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

What should I do if I feel my child has SEND or a disability?

If you feel that your child may have special needs or a disability then the first thing to do is to speak to your child's class teacher. If necessary, an appointment can be made so that you can discuss concerns in more detail, the class teacher may also ask the SENCO for advice. At this meeting, we may feel that it is necessary to put in place some strategies and interventions to try and remove any barriers your child has to learning.

How will school decide if special education provision is needed?

Consideration of whether special education provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. Where a pupil is making less than expected progress, the first response is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCO, will assess if the child has a special educational need and/or disability. The pupil's response to targeted, high quality teaching helps to identify their particular need. Pupils at this stage are placed on 'in-school early identification' for up to two terms (two cycles of assess, plan, do, review), before a decision is made as to whether it is necessary to place them on the

SEND register.

We consider all information including accurate assessments related to pupil progress, pupil and parent views and, for higher levels of need, more specialised assessments from external agencies and professionals. Slow progress and low attainment do not necessarily mean that a child has SEND. However, it may be an indicator of a range of learning difficulties or disabilities. Equally, it we do not assume that attainment in line with age related expectations means that there is no SEND. For a child who is not making adequate progress, despite a period of support at SEND Support, and in agreement with the parents/carers, the school will request for an Educational, Health and Care Plan to the local authority in order to access extra funding to support with meeting needs.

What will the school do in order to meet my child's special need or disability?

Only some children will require interventions which are significantly additional to and different from the differentiated curriculum provided for all children. This forms part of the Graduated Response. This SEND support takes form in a four-part cycle (assess, plan, do, review) which helps to gain a growing understanding of the pupil's needs and what support is effective in helping to secure good outcomes.

Each child's education program will be planned by the child's class teacher and will be differentiated accordingly to suit the needs of the child. This can include additional support by the teacher or learning support assistants in school. If appropriate, specialist equipment may be provided for the pupil e.g., non-slip mats, pen/pencil grips, easy to use scissors, overlays for reading and iPads for recording work. We have also set up individual work stations/quiet areas for children who need it. If your child has been identified as needing SEND Support, an assessment of need will be made and they will be monitored through the SEND Provision Map and/or given a School Focused Plan (SFP), depending on the amount of support required to meet individual needs.

These are reviewed at least termly by the class teacher and discussed with parents/carers. Long term (yearly) and short-term outcomes (half termly/termly) will be set for the child according to areas of need.

How will I know about the support my child is getting?

The closer that you work with your child's teachers, the more successful any help for your child can be. Parents are made fully aware of planned support and interventions and we aim to seek parental involvement to reinforce/contribute to progress at home.

All parents receive an annual report on their child's progress. Where a pupil is receiving SEND support, we will talk to parents regularly to set clear outcomes and review progress towards them. Teachers meet with parents to review School Focused Plans at least three times a year. A record of the outcomes, actions and support agreed through discussions is kept and shared with the appropriate school staff and a copy will also be sent home.

Appointments can be made to speak to the class teacher and/or SENCO at a mutually convenient time by contacting the school office.

What support from outside agencies would be child be able to access?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists. We have links to a variety of services and agencies to support children and who will offer expert advice to school. These include *Education Psychology *CAMHS *School nurse *Health visitor *Speech and language therapist *EWO *Inclusion services *Social care team/stronger families.

Parents will be involved in any decision to involve specialists.

How will my child's learning needs be assessed and their progress monitored?

Class teachers make regular assessments of progress for all pupils.

Identification and assessment of pupils with SEND will include:

- Teacher observation*
- Observational checklists*
- End of Key Stage attainments*
- Assessment against year group standards (at the appropriate level for your child)*
- Standardised tests*
- Information and advice from other agencies*
- Pupil and parent views*
- Diagnostic tests*
- Termly reviews of School Focused Plans and progress towards outcomes.*

This assessment information highlights where pupils are making less than expected progress in related to their age and individual circumstances.

Can children with SEND participate in extra-curricular activities?

Activities and school trips are available to all. Risk assessments are carried out by staff prior to any visits or activities. Procedures are then put in place to enable all children to participate. However, if it is deemed that an intensive one to one support is required then a parent/carer may be asked to accompany their child. Extra meetings and planning may take place with parents of children with a medical need in order for staff to be fully aware of the needs of the child.

What arrangements are made for support staff when working with children with SEND?

Staff are regularly trained and updated on the different needs of pupils in school. We ensure support staff are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by teaching assistants.

Specialist services/teachers visit school to support all staff in meeting the needs of pupils in school. If staff need to have specialist training for any individual, they will regularly attend courses to keep

updated e.g. speech and language training, sensory and physical needs training, etc.

Are there any arrangements for supporting and improving emotional and social development of children with SEND?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. Members of staff such as the Head Teacher, Deputy Head Teacher, your child's class teacher and SENCO are readily available for pupils and parents who wish to discuss issues and concerns.

PSHE & RSE time takes place in all classrooms for children to raise issues in a safe environment and for the teacher to tackle any concerns they may have picked up.

Lunch time activities and lunchtime staff are available for children who find these times a challenge. There are several groups running in school to support emotional and social development. We also have links with CAMHs, school nursing team and the educational psychologist service when necessary.

What do I do if I have a complaint about the support school are providing my child who has SEND?

If parents/carers have a concern or complaint regarding special educational needs or an inclusion issue, we encourage them to promptly tell us about it. Most concerns can be sorted out quickly by speaking with the Class Teacher or SENCO. If this fails to resolve the matter, then the Head Teacher can be contacted. If the concern or complaint cannot be resolved by the Head Teacher, then parents/carers should contact the school's governing body. Please refer to the school complaints procedure for further details.