

# Gilsland C of E Primary School

## SEND Information Report

**Date of issue:** Autumn 2025

**Review date:** Autumn 2026

### SEN information Report 2025-2026

#### **Introduction**

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

All of the GSMAT schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

#### **What is the LA local offer?**

*The Children and Families Bill* 2014 requires all schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'SEN Information report' and will be available on the school website.

#### **The Local Offer**

The Cumberland Local Offer is a free and impartial service provided by Cumberland County Council. We provide information about what is available in Cumberland for children and young people aged 0- 25 years with special education needs and or a disability (SEND) and their families. This includes information about services and support such as things to do and advice and guidance on education, health, social care and transport.

Our Local Offer website has been planned and produced with parents, carers, services across

the local authority and health, schools, colleges and early year's settings and voluntary sector colleagues. Further information can be found here:

<https://cumberlandsend.co.uk/cumberland-send>

### **What is the school SEND information report?**

This utilises the LA local offer to meet the needs of SEND pupils as determined by school policy and details the provision that the school is able to provide.

### **What do we do at Gilsland C of E Primary School to make sure that all children feel welcome, feel included and achieve their potential?**

We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please find further information within the SEN Policy.

Nicola Atkinson Headteacher, and SENCO, has overall responsibility for SEND and Inclusion.

Provision for children with SEND is constantly under review and amended where and when necessary.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This includes teaching as well as support through our rigorous monitoring cycle and consists of teaching observations, planning and book looks, pupil interviews and discussions with teachers and support staff.

The progress of children with SEND is carefully monitored through termly pupil progress meetings and half-termly reviews as well as observations by leaders to support staff. The SENCO holds termly provision meetings, with all who work with the children, to review and set new Individual Learning targets for additionally funded pupils,

We fully involve our Governors when the SEND policy is reviewed and revised.

### **What kinds of SEND do we provide for?**

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- Communication and Interaction:  
We utilise a total communication environment including visual timetables and personalised SEN interventions.
- Cognition and Learning:  
We are able to offer a range of intervention work designed to help children achieve their maximum potential e.g. pre teaching key vocabulary/ skills, precision teaching, Times Tables Rockstars, Nessy, Spelling Frame
- Social, Emotional and Mental Health:  
We offer a range of healthy minds therapies –Jigsaw resources, and if needed, partnership work with Barnardos. Children access outdoor learning most days.

- **Sensory and/or Physical Needs:**

Our school believes all children should have access to sensory or physical aids if it will help their learning and development. Visual timetables are standard practise in each classroom. Children have access to: sensory toys and snuggle blankets.

**Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

***The Special Educational Needs Coordinator – SENCO – Miss Nicola Atkinson***

The SENCO manages the day to day provision for our children with SEND.

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- Ensuring adequate records are kept detailing the support that each child is receiving.
- Writing SEND support plans alongside class teachers to share and review these with parents at least once each term and planning for the next term.

***Class/subject teacher***

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/program for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**Head Teacher : Nicola Atkinson**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO (when the SENCO is someone different) and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

***SEN Local Governing Body Member– Jan Corlett***

The LGB meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the LGB on the progress of pupils with SEND.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of the provision in place for pupils identified with SEND

**How does the school identify children with Special Educational Needs and Disabilities?**

On starting school, we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge is essential. On home visits and initial meetings, we ask whether parents have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.

Where a child has attended a previous setting, we use information from that setting to plan the best programme of support to develop a Transition Plan. We will also contact any specialist services that support your child.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.

Any child identified as having a long term special educational need and/or disability is identified on the SEND register.

We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.

We also work with specialist services who provide expertise in finding out the type and range of the student's needs.

## What are the different types of support available for children with SEND in Gilsland C of E Primary School (including those in Looked After Care)?

### Stage of SEN Code of Practice: Wave 1

#### ***Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.***

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school get this as a part of excellent classroom practice when needed.

#### ***Specific group work with in a smaller group of children.***

This group, often called intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a teaching assistant who has had training to run these groups.

### Stage of SEN Code of Practice: Wave 2

***School Passport*** means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher will run these small group sessions using the teacher's plan or planned intervention material.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

A child may come on and off a support passport several times as needed, when assessments show gaps in learning.

### Stage of SEN Code of Practice: Wave 3

#### **SEN Support**

Which means they have been identified by the class teacher/SENCO as needing ongoing extra support that is unlikely to disappear with development.

They may also need some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority Inclusive Education Services teams : Autism Support, Speech, Language and Communication Support, Literacy Support, Emotional Wellbeing and Behaviour Support, Sensory Support, Educational Psychology, English as an Additional Language and Portage.
- Occupational Therapists

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### Stage of SEN Code of Practice: Wave 4

#### **Education, Health and Care Plan (EHCP).**

This means your child will have been identified by the class teacher/SENCO or Cumberland Inclusion team as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need ongoing specialist support from a professional outside the school. This may be from:

- Local Authority Inclusive Education Services teams : Autism Support, Speech, Language and Communication Support, Literacy Support, Emotional Wellbeing and Behaviour Support, Sensory Support, Educational Psychology, English as an Additional Language and Portage.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with various information about your child, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additionally funded support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult **may** be used to support your child with whole class learning, run individual programs or run small groups including your child.

**This type of support is available for children whose learning needs are:**

- **Severe, complex and lifelong**
- **Need more than 20 hours of support in school**

We recognise that each child is unique and so, each child will receive different support depending on their specific needs.

**How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to Nicola Atkinson –SENCO. You can contact the school office and make an appointment to discuss your child's needs.

## **How will the school let me know if they have any concerns about my child's learning in school?**

- Annual reports and parents' evenings give all parents and carers regular feedback on their child's up to date academic levels, reading, writing and maths targets and any behavioural, emotional or social difficulties
- Pupils views are obtained when appropriate

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

## **How is extra support allocated to children and how do they move between the different levels?**

- The school budget includes money for supporting children with SEND.
- The GSMAT and school leaders decide on the allocation of the budget for Special Educational Needs and Disabilities in consultation with the members of the LGB, on the basis of needs in the school.
- The Head Teacher discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

If a pupil meets the criteria for special educational needs or disabilities (SEND), a SEND passport will be created, detailing the exact support the children will receive. Our class provision maps show the range of interventions in place in our school, which are used when we identify a need for additional support.

## **Who are the other people providing services to children with an SEND in this school?**

Directly funded by the school:

- Qualified and experienced Teachers
- Experienced and skilled Teaching Assistants
- Safeguarding and Attendance Officer
- Local Authority Inclusive Education Services teams : Autism Support, Speech, Language and Communication Support, Literacy Support, Emotional Wellbeing and Behaviour Support, Sensory Support, Educational Psychology, English as an Additional Language and Portage.

Provided and paid for by the Health Service (NHS Trust) working with schools to provide services:

- Health Visitors
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- The Child and Adolescent Mental Health Services (CAMHS)

**How are the teachers in school helped to work with children with an SEND and what training do they have?**

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton.

**How will the teaching be adapted for my child with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning to ensure that all pupils are able to make progress
  - Specific resources and strategies will be used to support your child individually and in groups.
  - Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
  - Children will access the National Curriculum at an appropriate developmental level or they may access learning through PIPS (Pre National Curriculum)
  - SEND pupils will have access to the same curricular opportunities as all other children

## How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and children are assessed at whether they are working towards, at the expected level, or working in greater depth at the expected level, in reading, writing, SPAG, maths. We use GAPS and PIRA to assess reading and SPAG, teacher assessment for writing and the end of term White Rose Maths assessments to help us make these judgements. Children with SEND may be given more time and/or support needed to complete the assessments. For some children, these tests will not be appropriate in which case individualised assessments will be carried out to monitor progress. Science and the Foundation Subjects are monitored and assessed using CUSP and CLUSP module assessments that look at the National Curriculum and key skills for each Year Group.
- EYFS children are assessed against the age appropriate developmental levels and against the Early Learning Goals at the end of Reception.
- Children in EYFS/ KS1 will also be assessed for phonics
- If your child is in Year 1 and above, but is not yet able to be assessed using the expectations of the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Children with additional needs can be given extra time, a reader or a support to complete these tests.
- SEND children receiving additional interventions or support are identified on a Provision Map which will be reviewed every term, as an integral part of Pupil Progress Meetings and the plan for the next term made.
- Children with an EHC Plan will have a SEND support plan which will be reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed yearly, at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

## **What support is there for my child's overall well-being?**

- Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education is integral to our curriculum and is also taught explicitly e.g through our long term values driven collective worship plan
- Our Growth Mindset approach supports the SEMH needs of children
- Additional well-being support from trained staff is arranged as needed for individual pupils, both in and out of the classroom and a tailored personal plan may be put in place for pupils with high needs
- Our behaviour policy which includes guidance on expectations, rewards and sanctions is fully understood and followed by all staff
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence
- Relevant staff are trained to support medical needs. We have a medical policy in place and children are supported by care plans where necessary
- Pupils views are sought throughout the school and it's various committees

## **What support do we have for you as a parent of child with a SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

## **How is Gilsland C of E Primary School accessible to children with SEND?**

The Good Shepherd Trust is responsible for the control of admissions to our school; this includes children with SEND (Special Educational Needs and Disabilities). Children with SEND are admitted to school following our admissions criteria.

We have an accessibility plan in place and where feasible make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010 and the Children and Families Act 2014.

- The building is accessible to children with physical disability via wide doors and ramps.
- There is a specially equipped disabled toilet and shower room.
- Staff ratios and appropriately trained staff are available as required.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We endeavour to make all activities accessible for all and take steps to ensure children with SEND are not treated less favourably than other pupils.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.
- Fire evacuation procedures include children with SEND

## **How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - If necessary we can arrange pre-visits with the child and support staff
  - We will make sure that all records about your child are passed on as soon as possible.
  
- 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. All SEND support plans will be shared with the new teacher.
  - If necessary your child will be helped by a transition booklet to support them in understanding moving on.
  
- In Year 6:
  - The Head Teacher and/or SENCO will meet to discuss the specific needs of your child with the SENCO of their secondary school,
  - We can arrange supported visits to the new school site as needed.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
  - Where your child has been identified as having Special Educational Needs, details of the pupil's needs are passed on to the new school, along with details of the support that has been in place at our school. Information about any outside agencies involved with your child will be passed on, together with all SEND paperwork, including documents such as SEND support plans and outside agency reports.

## **How can I be involved in supporting my child?**

- Attending parent's evenings
- Ensuring your child has regular eyesight and hearing checks
- Helping them to complete their homework
- Ensuring your child gets to school on time and will all the appropriate equipment
- Talking to the class teacher when you have any concerns
- Providing lots of opportunities to have conversations with your child
- Read with your child regularly at home
- Practice number skills

Teachers are more than happy to share any ideas of how you can support your child's learning at home.

## **How can I access support for myself and my family?**

By looking at the Local Authority's website and their Local Offer

## **Who can I contact for further information or if I have a complaint about the SEN provision in this school?**

**Miss Nicola Atkinson – Head Teacher SENDCO**

**Mrs Jan Corlett – SEND Governor; by appointment**

Chapter 11 of the 0-25 SEND Code of Practice provides details of how you can challenge decisions or raise complaints on all such matters. This chapter also includes details of disagreement resolution arrangements, mediation and appealing to the SEND Tribunal that have been described in this section. You can also contact your authority's Information, advice and support service for help and look at your authority's Local Offer (see section in this guide, The Local Offer).

<https://cumberlandsend.co.uk/cumberland-send>

This plan is written in association with and should be read in conjunction with other relevant documents including:

- Accessibility Plan
- SEND Policy
- Equal Opportunities Policy
- School Evaluation and Development Plans
- Health & Safety Policy
- Fire Evacuation Procedures
- Transition Policy

