Gilberdyke Primary School SEND Information Report

2026-2027

At Gilberdyke Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014
This school information report should be read in conjunction with the HCAT Special Educational Needs policy.

School Information:

SENDCO: Miss Anna Scargill
Telephone: 01430 440668 Email: admin.gilberdyke@hcat.org.uk

Gilberdyke Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with communication and interaction difficulties, cognition and learning difficulties (including children with dyslexia and dyscalculia), social, mental and emotional health (including ADD) and sensory and physical needs.

Policies:

The following policies are available on our website: https://gilberdykeprimary.org.uk/

- SEND Policy
- Anti-bullying Policy
- Health and Safety Policy
- Child Protection & Safeguarding Policy
- Safeguarding Policy

The aims of our SEND policy and practice are:

At Gilberdyke Primary, we are committed to providing an appropriate, high-quality education and an inclusive curriculum for all children to ensure the best possible outcomes for all children who attend. We believe that all of our children, including those identified as having special educational needs, should have access to a broad and balanced academic and social curriculum and be fully included in all aspects of school life. In addition, we aim, at all times, for pupils with SEND and their parents/carers to be at the heart of decision-making. In accordance with the SEND code of Practice 2014, we aim to provide pupils with SEND and their parents/carers to play an active role in planning their provision.

Our aims

- **Provide a comprehensive framework** that enables the school to fulfil its statutory responsibilities and effectively meet the needs of pupils with special educational needs and disabilities (SEND).
- **Ensure the timely and accurate identification of SEND**, recognising that early intervention is critical to securing improved educational and developmental outcomes.
- **Promote high aspirations and set ambitious expectations** for all pupils with SEND, ensuring equality of opportunity and achievement.
- **Support the development of a positive self-concept** in every pupil with SEND, fostering confidence, self-awareness, and independence as integral components of lifelong learning.
- **Guarantee access to a curriculum that is broad, balanced, and appropriately differentiated**, enabling full participation and progression for all pupils.
- **Embed the views, wishes, and aspirations of pupils and their parents/carers at the centre of planning and decision-making**, ensuring that provision is person-centred and outcomes-focused.

Identifying pupils with and assessing their needs.

Whilst there is a systematic approach to assessing and recording the progress of **all** children, leading to identification of those who are not progressing in line with their peers, teachers can raise concerns about progress AT ANY TIME. Parents/carers have regular opportunities to speak to teachers

throughout the academic year however they too, can raise concerns about their child's progress or attainment at any time.

High-quality classroom teaching, adapted to meet the requirements of individual learners, is the first and primary step of ensuring the needs of all pupils who have or may have SEND or additional needs are met. If a pupil's progress is limited despite this quality-first classroom teaching, and additional intervention has not been successful, consideration is given to the child's needs and/or potential special needs. The SEND code of Practice 2014 recommends a range of sources of information that adults can draw upon to establish a clearer understanding of a pupil's needs including observation and assessments.

Consultation

Arrangements for consulting with parents of children with SEND and involving them in their child's education	**Arrangements to consult with young people with SEND and how we involve them in their education**
At Gilberdyke, we are firm believers that a parent knows their child the best and therefore we encourage parental involvement throughout their child's learning journey as much as possible. Close contact is maintained in order to ensure all stake-holders are aware of a child's targets, achievements and areas of development. The class teacher is the key person to support parents/carers. If a parent has concerns or information they wish to share about their child, we encourage them to speak to their child's class teacher first. If is recognised by the class teacher that the child is not making the expected amount of progress, they will get in touch with the child's parents/carers to discuss the possible intervention strategies that could be put in place: the child would then be placed on a monitoring list, with the parent's consent. If a child continues not to make the required progress, a conversation between the parents, teacher and SENDCo would then take place, at which it would be recommended that the child be placed on the SEND register. Once a child has been identified as SEND: • Staff and parents/carers will work together to support pupils identified as having additional needs. • Parents/carers will be involved at all stages of the education planning process. The SENDCo will attend this meeting if the school or the	The child/young person is involved (as appropriate) at every stage of the 'assess, plan, do, review' process: • At the initial assessing and planning stage in order to support a person-centred approach, the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support. • A 'child friendly' section is included in the SP (which is shared with the child/young person) so that they are able to understand all aspects of their support. • At least once annually, the child is asked to consider, 'What has worked well?' and 'What could work better?' This helps the teacher plan the best route of support for the following term/year. The child/young person is able to discuss any aspect of their provision in a number of ways:- • During circles. • Informally with their class teacher on a regular basis. • 1:1 with an achievement support assistant, achievement support officer or the Pastoral Lead. • Where appropriate, the child/young person will attend a more

parent thinks this is appropriate. • At review meetings with parents/carers we always make sure that the child's strengths, as well as weaknesses, are discussed. • Support Plan's (SP) (Graduated Responses) and EHCP annual reviews will be copied and sent to parents/carers after meetings. • Parents evenings provide additional and regular opportunities to further discuss concerns and progress.	formal meeting to review their progress and provision.

Assessing and reviewing children's progress towards outcomes is:

The progress of all pupils, including those with SEND, is tracked and closely monitored by class teachers and senior leaders. Regular pupil progress meetings are held between class teachers and school leaders, at which individuals' progress and potential barriers are discussed and intervention is evaluated and planned. In addition, for pupils with SEND, termly review meetings are held between the class teacher and SENDCO. These are timed to coincide with parent consultation meetings through which parents and pupils are able to contribute to the review. These meetings are an opportunity to evaluate the success of teaching and learning in class as well as the impact of targeted provision on pupil progress, outcomes and wider development. The views of outside agencies and support staff are also taken into consideration.

Arrangements for supporting children and young people in moving between phases of education

The school holds transition in high regard for ALL pupils. We have a number of transition arrangements in place to ensure that the process is carefully considered and planned for every child at whichever point they are transitioning. Pupils with SEND may have additional strategies and planning arrangements in place to best meet their needs and support a smooth transition. The following arrangements form the basis of effective transition at Gilberdyke:

- Home visits.
- Meetings/activity sessions with their new teacher, before the move takes place.
- Transition meetings between key adults – documentation and additional needs discussed and plans shared.
- Involvement of ASAs who have provided additional support for pupils as part of transitional visits, both internal and external moves.
- Consideration towards the most appropriate teacher for the cohort where there are a number of pupils with specific or additional needs.
- Y6 class teacher will attend secondary school visits with the child - and their parents (if required) - to ensure the transition is as smooth as possible.
- The SENDCO or Head Teacher will attempt to support families, if necessary, in selecting appropriate transition schools by visiting placements.
- Children select two peers that they would like to be placed with in their next class (if moving into a mixed age/split class).
- Additional visits to secondary schools are arranged for the child alongside their class teacher to support transition.
- Current year 6 class teacher, and/or SENDCO, meets with the SENDCO and head of year from the local secondary school to discuss any vulnerabilities of children within the cohort (usually September or October of the transitioning year).

- If the whole school transition arrangements need to be supplemented to meet individual needs over the school holidays, transition booklets, including photographs and social stories can be provided for them to take home.
- Transition week (in the Summer term), allows the children time to meet and work with their new class teacher and teaching assistants, before the new year commences.
- KS2 pupils with SEND have additional introductory sessions to their new secondary schools, to ensure the move is as comfortable as possible.

The school's approach to teaching children and young people with SEND

At Gilberdyke, all children benefit from Quality First Teaching: teachers are accountable and responsible for the progress and development of all. The approach to teaching pupils with additional needs varies greatly, depending on individual needs. In addition, we implement some focused interventions to target particular areas of need if necessary.

Pupils will do most of their learning in their classroom alongside their peers. Where pupils require additional and/or specialised support, this might include;

- Small group work outside the classroom
- One to one sessions targeted on specific needs
- In-class support from a teaching assistant
- Social skills, friendship and/or nurturing group work
- Speech and Language support
- Sensory, Social and Emotional Development targeted on specific difficulties (eg. sensory difficulties with food)

Adaptations made to the curriculum and the learning environment of children and young people with SEND
Including additional support for learning and equipment and facilities to support children

The majority of pupils with SEND will follow the National Curriculum in full with work being differentiated by their teacher to meet their individual needs. For some pupils with more complex needs it might be necessary to adapt the curriculum and environment further in order for them to access learning. Adaptations might include:
• Instructional: Making changes to the instructions which are given to provide children with the opportunities to process and demonstrate what has been taught
• **Physical and social environment**: Making changes to a child's surroundings to maximise learning opportunities and engagement
• **Methods and materials**: Offering children different ways to engage with and absorb the lesson content
• **Process and task**: Modifying or reducing the requirement of tasks to give children multiple means of action and expression
• **Personal assistance**: Enlisting support to provide assistance in helping meet a child's learning needs e.g. using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
• Access to a quiet area outside the classroom;
• Provision of specialist resources and equipment. For pupils with the most severe difficulties this might also include:

• A bespoke curriculum designed specifically around the needs of the individual.

Expertise of staff

Gilberdyke has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. Staff receive training 'in house' and from outside agencies where appropriate. Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.

Staff training for SEND during the past two years included:

- Identification of Need in Quality First Teaching
- Developing Reading for Children with an SEN need
- Little Wandle Phonics SEND training
- Speech and Language- The Foundation of Phonics
- ASD- How to meet the needs of an Autistic Child in the Classroom.
- How to adapt the Curriculum to meet the needs of children with SPLD
- Learning and Cognition- Supporting children with memory and literacy difficulties.
- Early communication and interaction
- Precision teaching by EP
- Early listening and attention skills
- PECS / EP2C
- Meta Cognition
- Amazing 5 point scale
- Graduated Approach training
- Visuals and Social Stories
- Adaptive Curriculum
- The graduated response
- Visuals training – Widgit
- ELSA training
- New Options speech and language training
- Assessing pre key-stage curriculum

Evaluating the effectiveness of SEN provision

Gilberdyke is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities. The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents. Parents are invited into school to hold these discussions at least 3 times a year.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?

Gilberdyke is an inclusive school. All curriculum areas and activities offered to pupils at Gilberdyke are available to pupils with SEND, including clubs and trips. Where necessary additional resources are made available to ensure the safe and successful participation of pupils with SEND. A variety of sports activities are held throughout the school year and children with special educational needs and disabilities are encouraged to participate. Sports competition specific to SEND and inclusion are attended every year, eg. curling. Every child is also actively encouraged to participate fully in all school activities, for example school productions and school clubs and dance performances.

Support for improving emotional and social development.
(include pastoral support arrangements and listening to the views of parents and carers.)

Gilberdyke Primary School strives to support children with their emotional and social development both in and out of the classroom. Our curriculum provides a broad and balanced approached to teaching social and personal development, through a rigorous PSHCE and RW curriculum. The school is restorative and therefore, we pride ourselves on the development of relationships and being part of an inclusive environment. Central to this is the dedication to children having a voice and a working, 'live' knowledge of their rights and responsibilities as one of our core values. Both relationship-building and problem-solving circles provide opportunities to learn about one another and building trust sits at the heart of this ethos

In addition to the work the children do in class, we have recently enabled a part-time pastoral role within school to support those pupils who require additional support for improving and developing socially and emotionally.

- ELSA sessions
- Friendship groups
- Social Speaking Group
- Attachment/Bereavement Sessions
- Daily check-ins for identified children or groups of children
- Food exploration groups
- Lego Therapy sessions

Working with other agencies

If any additional advice or support is required to support a child on the SEND register, the class teacher/SENDCo may decide, with parental approval, that it is necessary to refer to one of the following external agencies -

- Sensory and Physical Teaching Services (SaPTs)
- Speech Therapy (NHS and private SALT service *New Options*)
- Children and Mental Health (CAMHS)
- Educational Psychology and Behaviour (East Riding Children's Team)
- Educational Psychology - private (Applied Psychologies)
- Portage
- School Nurse
- Occupational Therapy/ Physiotherapist
- Social Services
- Educational Service for Physical Disability
- Family Support Services (Early Help)
- East Riding Mental Health Support Team
- Sensory Processing Hub
- East Riding Behaviour Team
- HCAT (Academy) Services and Outreach Support for behaviour
- Specialist Outreach Teacher Support – Local Authority, Kings Mill Special School

The local authority offer and support services for parents/carers:

Access the website **https://www.eastriding.gov.uk/local-offer/**

Ring the team on **(01482) 396469**

By email: **fish@eastriding.gov.uk**

Complaints about SEN provision

Complaints about SEN provision within the school are first dealt with by the SENDCO (Miss Anna Scargill) during arranged meetings. If you have any concerns or complaints, you should firstly seek a meeting.
Where a satisfactory conclusion cannot be reached, the parent/carer can then make an appointment to see the Executive Head Teacher (Mrs Louise Clarkson) during which further information can be exchanged and procedures altered as appropriate.

Review Date: July 2027