

Gamesley Primary School and Early Excellence Centre



SEND and Inclusion Policy

November 2025

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Gamesley Primary School and Early Excellence Centre (GPS) is committed to providing an appropriate and high-quality education to the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to feel valued members of our school community.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, participate fully in school life, and feel safe.

GPS and EEC are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs, and adapt lessons and the curriculum as appropriate.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, barriers to learning, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners. This may include:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are differently abled
- Those who are more able
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers, and those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our EYFS and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Gamesley Primary School and Early Excellence Centre we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential. We believe that an inclusive curriculum and approach to teaching can create achievement and opportunity for all. We strive to create a 'learning without limits' environment that ensures that all children, no matter what the barrier to learning may be, can enjoy an interesting, thought provoking and challenging curriculum.

Gamesley Primary School and Early Excellence Centre sees the inclusion of children identified as having special educational needs and / or disability as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability or barrier which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO role for Gamesley Early Excellence Centre and EYFS at Gamesley Primary School is now shared between Ms Caroline Sutherland (Nursery and Reception Acorns Class) and Miss Emma Brown (Year 1- Year 6).

They:

- Work together and with SEND governors to determine the strategic development of the SEND policy and provision in the schools
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans, Inclusion funding and support from external agencies
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governors

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The head of the schools

The head of the schools, Ms Caroline Sutherland, will:

- Work with the SENCO, Miss Brown, and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCOs to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5.

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Adapted curriculum support within the class
2. Additional support through SEN Support Provision, in one or more of the following areas:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and / or physical
3. Additional support through SEN Inclusion funding or EHCP

See Appendix 1 for detail of provision, organized under the 4 areas of SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed, in which case, appropriate referrals will be made as part of our graduated response.

5.3 Consulting and involving pupils and parents

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. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs - this usually takes place as part of our Parent - Teacher Meetings in October and February but can be arranged at any time it is felt necessary. A SENCO will attend this meeting if the school or the parent thinks this is appropriate.

Parents/carers are informed if any outside agency is involved in the SEND Support provided for their child. At review meetings with parents/carers we make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions about how parents/carers can help at home, these are specific and achievable with the intention that parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Individual Pupil Overviews (IPOs) will include targets to work towards at home where appropriate, and parents/carers are always invited to contribute their views to the review process. All IPOs will be copied and sent to parents/carers after meetings.

Where external agencies are involved in providing support, school will facilitate regular contact between the provider, such as Educational Psychology or an Inclusion Support Advisory Teacher.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

The child's view is very important to us at Gamesley School and we believe that the children with SEND often have a clear knowledge of their own needs. When appropriate, the child will be involved in discussions about their learning, about targets and next steps and the progress towards these.

5.4 Assessing and reviewing pupils' progress towards outcomes

As a school, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with a SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behavior
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Pupil progress is constantly monitored through the use of formative assessment and is discussed in review meetings held every full Derbyshire term between the teacher, headteacher and a SENCO. These review opportunities are used to monitor the impact of the additional provision and plan for next steps. Parents/carers are kept informed about the impact of support and interventions provided, enabling them to be involved in planning next steps.

5.5 Supporting pupils moving between phases and preparing for adulthood

Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concern about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs.

Children transferring from Gamesley Primary School and Early Excellence Centre to new schools will have detailed record passed on that gives details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request. All children attend transition days at their new schools towards the end of Year 6 and additional visits are arranged for children who would benefit from them.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class and high-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

Adapted Curriculum Provision

In order to make progress a child may only require minor adaptations of the plans for the whole class. The adaptations may involve modifying learning objectives, teaching styles and access strategies. For instance, we make the following adaptations to ensure all pupils' needs are met:

- Grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing including classroom environment.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, pencil grips.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the class teacher and used to inform future adaptation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of adapted curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN Support level may need to be made.

SEN Support

SEN Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop English or Maths skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded as requiring SEN Support:

1. Children who have needs similar to other children with additional needs within the class, eg. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. The decision will be made whether these children could have group targets or have individual targets but with some in common. Both groups of children will have provision for their common needs in a small group as well as some individualised support for more individual needs. Provision will run concurrently with adapted curriculum support.

The group may be taught by the class teacher and also supported by a TA or HLTA tutor. The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

Children whom we consider to have more severe, complex or longer-term needs, may require the involvement of specialist services or interventions outside the adapted classroom curriculum. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services may contribute to the planning, monitoring and reviewing of the child's progress.

Interventions may include:

- Regular speech or language therapy programmes
- Handwriting programmes
- Catch up maths programmes
- Reading comprehension programmes
- Occupational therapy programmes and advice
- Behaviour support plans and the advice and support of the Behaviour Support Service
- Published interventions such as
Fresh Start, Socially Speaking, Time to Talk, Plus 1/Power of 2 Maths, Toe by Toe reading.

This more intense level of SEN Support would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

All children in school have an individual provision map. Those receiving SEN Support will have additional support and interventions identified on their provision map. This is updated at least 3 times a year and is a working document.

The SENCO will take the lead in the termly review process. Parents/carers and wherever possible, their child, will be fully informed at parents' evenings or at other times, and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions.

If this is the case, a decision may be made to apply for inclusion funding.

Inclusion funding

For a child who is not making adequate progress, despite SEND Support over and above the standard provision schools are expected to make for a child with SEND, and in agreement with the parents/carers and child (where appropriate), the school may make an Inclusion Funding application to request extra funding from the LA in order to make further provision for the child.

If agreed, documentation is returned to schools with funding agreement from the LA towards the expected outcomes written by the school.

Schools are responsible for implementing the provision and ensuring progress towards outcomes. The allocation is usually for twelve weeks from the approval date and the date it will cease is specified in the letter to schools. This period can be extended by the local authority if it is felt that a longer period of support is necessary.

For a child with more complex needs unable to be met by Inclusion Funding, and possibly requiring support from Health and Social Care Services, as well as Education, and in agreement with the parents/carers and child (where appropriate), a decision may be made to ask the LA to carry out a statutory assessment of the child's educational, health and social care needs.

Education Health and Care Plan (EHCP) – Previously known as a Statement of Educational Need

A child who has an Education Health and Care Plan will have additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

5.7 Additional support for learning

Continuing professional development ensures that many of our teaching assistants are trained to deliver intervention programmes such as:

- Numbers Counts
- First Class Numbers
- Inference
- ELSA
- Speech and Language
- Read Write Inc one to one
- Lego Therapy
- Precision Teaching techniques
- Write from the Start (Handwriting)
- Socially Speaking
- Growing me (Life story work)

Teaching assistants will support pupils on a 1:1 basis when delivering interventions and programmes designed specifically for their individual need.

Teaching assistants will support pupils in small groups when the children are working towards shared targets or the work is pre-learning or same day intervention linked to whole class work.

The SENCO liaises frequently with a number of other outside agencies, for example:

- Advisory Teacher (Hearing Impairment)
- Advisory Teacher (Visual Impairment)
- Advisory Teacher (Physical Impairment)
- Inclusion Support Advisory Teacher
- Educational Psychologist
- Education Welfare Officer
- Local Authority Advisor
- Local Inclusion Officer
- Support Service (Special Educational Needs)
- School Nurse
- Speech and Language Therapist
- Social Services
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health Service (CAMHS)
- Pediatricians

Our main school SENCO, Emma Brown, is working with the support of Victorious Academy Trust. She is available to access advice and support from other SENCOs in the trust.

Emma Brown also works alongside the Glossop cluster of SENCOs, ensuring that there is a local sharing of good practice.

She is allocated 3 days a week to manage SEND provision.

5.8 Securing equipment and facilities

Over the last few years, Gamesley Primary School and Early Excellence Centre has taken many steps to create a physically inclusive school environment accessible by all our pupils with SEND:

- There are a number of disabled toilets within the school, one of which is fitted with a bio-bidet.
- Two of our disabled toilets are situated in large changing rooms with a fully adjustable changing bed and hoist equipment.
- Although our school building is single storey, there are a small number of steps within the main building and so a wheelchair friendly lift has been installed next to these steps to ensure all areas of the school are accessible to all children.

- Paths and ramps have been created to ensure children in wheelchairs are able to access all areas of the school, playground and school field.
- Specialist equipment required to support children with their learning (e.g. specialist laptops and equipment, rising and falling tables, adjustable work chairs) is also made available as advised by outside agencies involved with the child's care.
- Smaller items of equipment used to assist children with their learning (e.g. pencil grips, writing slopes, coloured paper, wedge cushions) are routinely provided by the school where a need is identified.
- Other projects to improve accessibility and inclusion are underway. For instance, additional fencing and gates are soon to be installed to ensure there is a safe playground space with direct access to Orchard Class.

5.9 Evaluating the effectiveness of SEND provision

The Government requires all children identified as having SEND to be recorded on a school's SEND Register. This is a confidential register, a copy of which is held by both the school and Derbyshire Local Authority.

All provision for children on the SEND Register is detailed on individual provision maps, which are updated at least 3 times a year. The provision maps outline all additional support for individual pupils with SEND. Where interventions are in place, the provision map states the type of intervention or strategies being provided / used. Behind this sits more detailed paperwork which may include an Individual Pupil Overview (IPO), which is a form of Individual Education Plan, describing the frequency and duration of delivery, who will deliver the intervention, the desired outcomes, the impact of the intervention and the next steps after it has been completed. These provision maps and accompanying documentation give a detailed picture of the use of interventions and along with tracking grids, allow us to identify the impact of an intervention on a child's progress. For children with EHCPs. The IPOs link closely to the outcomes on the EHCP, identifying short term goals link to long term outcomes.

As part of our whole school assessment cycle, all pupils are assessed at several points in the academic year. These assessments then feed into the tracking data, which is then analysed for pupil progress. The tracking data can then be used to help identify any further children requiring support, creating a continuous cycle of assessment, support and review.

Professional conversations between colleagues, parent/carer-teacher consultations and discussions with the child also provide invaluable opportunities to informally evaluate the effectiveness of any SEND support the school has provided.

For children with Inclusion Funding, or Education and Health Care Plan (or being considered for assessment for one), an IPO is reviewed at least 3 times a year. This is a plan that sets a small number of achievable targets to support a child to move forward in their learning. The plans include strategies that will be employed by the school, supporting strategies and activities to be carried out at home, and additional support offered by outside agencies as appropriate. The IPOs are produced in co-production with the class teacher, parents/carers, child (where appropriate) and any outside agencies involved with the child's SEN support, or EHCP. For children with more complex learning needs, and who may need additional support through Inclusion Funding, IPOs may identify not only the next steps for the child but broader targets that reflect desired outcomes by the end of the Key Stage.

For children who have received an Education and Health Care Plan, the school has a legal responsibility to review that plan at least once a year. These meetings follow a person-centred approach and involve the child themselves (where appropriate), the parents / carers, the class teacher, Teaching Assistant, the SENCO and any outside agencies involved in supporting the child with SEND.

5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Extra-curricular activities are available to all children, if they can be safely accessed, and are suitably adapted to ensure successful participation. If it is not possible to adapt an activity or trip to meet an individual pupil's needs, an alternative is organized.

All Year 6 children are invited to attend the annual 2 night residential trip to an Outside Activity Centre. Where the needs of a child with SEND could not be met by the centre, the trip can be accessed during the daytime only, or an alternative trip of equivalent experience would be offered to the child, with agreement and support of parents and the child.

5.11 Support for improving emotional and social development

The emotional and social development of all pupils, regardless of SEND, underpins the entire ethos of our school. We have a robust safeguarding policy in place and all staff have undertaken safeguarding training. All staff are dedicated to providing a safe, secure environment that strives to meet the emotional needs of each child, enabling them to focus on their learning and reach their potential. We promote an inclusive environment that embraces the different qualities of every child in our school.

At Gamesley Primary School and Early Excellence Centre, we are very fortunate to have our own Pastoral Manager, Ms Tammy Goodwin. Ms Goodwin works full time and has no teaching commitments, meaning she is able to dedicate all her time to supporting children needing help with their emotional and social wellbeing in order to access their learning and achieve their potential. Ms Goodwin has worked as a TA at our school for many years and is dedicated to helping children reach their potential, whilst enjoying a happy and settled school life.

For children requiring further support with their emotional and or social development, we aim to work closely with the child's parents / carers to offer individually tailored provision which may include:

- 1:1 support from our Pastoral Manager, to help a child to regulate their feelings and emotions, develop their self-esteem and access their learning, using the principles of the ELSA programme.
- 1:1 ELSA sessions with a trained member of staff.
- Observation by a member of the Inclusion Support Advisory Service who will then advise school on support and strategies required to support the child in school.
- Individual Pupil Overview (IPO) – A plan of action drawn up between the Inclusion Support Advisory Service, School and Home to set targets and discuss strategies to support the child. These plans are regularly reviewed by all involved in the care and support of the child.
- Assessment and observation by the Educational Psychologist, who will then provide school (and home) with a report detailing advice and strategies to help support the child in school and at home.
- Regular review and planning meetings with the Educational Psychologist to ensure continued appropriate and successful provision for children identified as requiring additional support with emotional and / or social development.
- A referral to CAMHS to seek further expertise and support for the child and their family.

We provide support for pupils to improve their emotional and social development by encouraging children with SEN to apply for and take on roles of responsibility in school including house captain, school council, Wellbeing Ambassador and Attendance Champion. Where necessary, they are given additional support to enable them to undertake the role.

We have a zero-tolerance approach to bullying. Discriminatory language or actions are taken most seriously and are dealt with in line with our behavior and discipline policy.

5.12 Working with other agencies

The school regularly consults health service professionals. Concerns are initially brought to the attention of the SENCO, and referrals are made as appropriate.

Social Services and the Education Welfare Service are accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.

The Local Offer provides a comprehensive catalogue of services available to parents/carers of children with SEND. The SENCO signposts parents/carers to this online resource if requested or as appropriate.

At Gamesley Primary School and Early Excellence Centre, we believe in the importance of working as a team to ensure any child with SEND, and their family, receives continual, co-ordinated support from all professionals involved in supporting their child's education and wellbeing.

5.13 Complaints about SEN provision

If a parent wishes to complain about the SEND provision or the SEND and Inclusion policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head of School in writing or any other accessible format. The Head of School will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.14 Contact details of support services for parents of pupils with SEN

Derbyshire Information, Advice and Support Service (DIASS – Formerly known as Parent Partnership).

DIASS provide independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. They aim to help parents and carers increase their involvement in the education of their children and ensure that they have access to information and advice about issues relating to the child or young person's health and social care.

Contact details for DIASS:

- Main Office: 01629 533660 (Opening hours Mon – Fri 9.30am – 3pm)
- Advice Line: 01629 533668
- E-mail: ias.service@derbyshire.gov.uk
- Website: www.derbyshireiass.co.uk

5.15 Contact details for raising concerns

At Gamesley Primary, we strive to create a strong partnership with parents and carers in order to provide the best possible experience for their child. We are of course aware that on occasions, parents and carers may have concerns regarding their children. In the first instance and where appropriate, these concerns should be raised with the class teacher. If the class teacher is unable to resolve the issue, it will then be passed to our SENCO. She can be contacted through the school office on info@gamesley.derbyshire.sch.uk Or 01457 853721 or directly to the SENCO at:

carolinec12@gamesley.derbyshire.sch.uk

5.16 The local authority local offer

As part of the guidance surrounding the provision made for children with Special Educational Needs and Disabilities, Local Authorities have a duty to produce a Local Offer.

The Derbyshire Local Offer aims to pull together information about all the services available to those supporting children with SEND. It aims to be clear and accessible, and includes information about leisure and activity providers, health and care services, education providers and support groups.

Our local authority's local offer is published here: www.derbyshiresendlocaloffer.org

6. Monitoring arrangements

This policy and information report will be reviewed by Ms Caroline Sutherland (Deputy Headteacher/ SENCO) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives

- Supporting pupils with medical conditions

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Appendix 1

<p style="text-align: center;">Four areas of SEN Updated November 2025 Available resources and interventions</p>					
<p style="text-align: center;">Cognition and learning</p> <ul style="list-style-type: none"> • Specific Learning Difficulties (SPLD) e.g. dyslexia, dyscalculia • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PLD) 			<p style="text-align: center;">Social Emotional and Mental Health</p> <ul style="list-style-type: none"> • Depression • Attention Deficit Hyperactivity Disorder (ADHD) • Eating Disorders • Anxiety Disorders • Mental Health Issues • Social Disorders 		
English		Maths		What	When
What		When			
Curiosity programme	Nursery Up	First Class - Numbers	Year 1 up	Breakfast Club	Reception up
Intensive interaction	Nursery up	Numbers counts	Year 2 up	Lunch club	Reception up
Special Time	Nursery up	One plus one	Year 2 up	Lego Therapy	Reception up
Identiiplay	Nursery up	Power of 2	Year 3 up	Messy Play	Nursery up
Attention Autism		Rapid Maths	Year 3 up	Nurture	Reception up
Every Child a Talker (ECAT)	Reception up	Doodle Maths	Year 1 up	ELSA	Reception up
Nuffield Early Literacy Intervention (Neli)	Reception up	Dynamo	Reception up	Time to Talk	Reception up
Phonics 1 to 1- Fast track tutoring	Reception up	Basic Skills Interventions		Socially Speaking	Year 3 up
Toe by Toe RWI	Year 3 up			Fidget toys	Reception up
High Frequency Words Rapid	Year 3 up			Hidden Chimp	Year 3 up
	Year 3 up			Transporters	Reception up
	Year 3 up			Check ins	Reception up

Reading	Years 5 and 6				
Rapid Writing	Years 5 and 6				
Rapid Spelling	Year 3 up				
Code Project X	Year 1 up				
Inference	As needed				
Fresh Start	Reception up				
Lexia	Reception up				
Retained reflexes (INPP)	Reception up				
Precision Teaching	Reception up				
Grammar interventions	Reception up				
1:1 reading	Reception up				
Once upon a picture	Reception up				
Voice pads	Reception up				
Privacy screens	Reception up				
Coloured reading rulers					
Graduated response				Graduated response	
SENCo Individual Pupil Overview Educational Psychology Inclusion funding SSSEN EHCP Inclusion Support Advisory Service				SENCo/Pastoral Manager Individual Pupil Overview Inclusion Support Advisory Service Taylor Made Programmes Parenting Group Educational Psychology Healthy Young Minds ADHD Pathway Autism Pathway Social Services	

Communication and Interaction <ul style="list-style-type: none"> • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD) • 		Sensory/Physical needs <ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD) • Gross/Fine Motor 	
What	When	What	When
Orchard Class Speech and Language Therapy The Zones of Regulation 5 Point Scale Social Stories/Comic Strip Conversations Attention Autism Sensory Circuits Sensory Diet Social Walks Time to Talk Socially Speaking Visual Timetable Intensive Interaction Tac Pac	At any age dependent on need	Orchard Class Dough Disco Every Child a Mover (ECAM) Fine/gross motor skills Occupational therapy Pro-receptive therapy Manual handling Physiotherapy Hydrotherapy (in school pool) Contenance Support Motor Skills Utd Pencil Grips Pencil toppers Writing slopes Overlays Enlarged texts Ear defenders Therabands Sensory Circuits Retained reflexes (INPP) Write from the Start Fiddle and chew toys Ergonomic resources Dycem Wobble cushions Left handed equipment (Pencils, rulers, scissors) Chrome books Headsets	At any age dependent on need
Graduated response		Graduated response	

<p>ISCAN</p> <ul style="list-style-type: none"> • Speech and Language • ADHD • Autism <p>Educational Psychology</p> <p>MAAT</p> <p>IPO</p> <p>Inclusion funding/SSEN</p> <p>EHCP</p>	<p>SENCo</p> <p>Visual Impairment Service</p> <p>Hearing Impairment Service</p> <p>Habilitation Service</p> <p>Occupational Health</p> <p>School Nurse</p> <p>Physical Disability Team</p> <p>Sensory service</p>
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