

# **Gamesley Primary School and Early Excellence Centre**

## **SEND Information Report**

**November 2025**

### **What is a SEND information report?**

This information report aims to cut through the jargon and tell you how we support children with special educational needs and disabilities (SEND) at Gamesley Primary School and Early Excellence Centre.

For further detail on all areas of this report, please refer to the SEND Policy on our website.

### **Our aim**

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 SEND should have access to an education that they will enjoy, which meets their needs, and prepares them for life beyond our schools.

We believe that all children should be equally valued in school. As a community, we challenge prejudice and discrimination, and we make sure that in our schools, children can flourish, fully take part in school life, and feel safe.

### **What kinds of special educational needs do the schools provide for?**

Our schools currently provide 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, specific difficulties with one or more area of the curriculum. This might be reading, writing or maths.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, trauma and difficulties with attachment, emotional based school avoidance.
- Sensory and/or physical needs, for example, problems with sight or hearing, processing difficulties or epilepsy.
- Moderate, severe and multiple learning difficulties.

- Physical disabilities and illness.

## **How do the schools know if children need extra help and what should I do if I think my child may have special educational needs?**

Sometimes when a child joins our nursery or primary school, parents provide us with information, perhaps from a health visitor or GP. This informs us about a child's special educational needs. Sometimes, it is in school that we see that a child has more difficulty than their friends with an area of play, learning or physical activity. When a child joins our schools, we will assess what they can do, and what they find difficult.

The class teacher or parent may raise the issue with the SENCO, who will then decide on the best course of action.

## **How will both you and I know how my child is doing?**

For all children with SEND, we follow a four-part cycle of **assess, plan, do, review**.

We **assess** the child, their skills and their difficulties. We **plan** how to teach them so that they can make good progress. We spend an agreed number of weeks **teaching** the child in the agreed way. We **review** how effective it has been, and what progress has been made.

Class teachers have three pupil progress meetings with the head teacher and the SENCO where the progress of every child in the class is discussed and analysed. At these meetings, it is decided whether or not a child would benefit from having some individual targets to support progress.

For children who have individual targets and need adaptations to the usual teaching, we create a document called an Individual Pupil Overview (IPO). This is written with classroom staff, parents and children when appropriate. Targets are recorded on the IPO and teachers review how effective the teaching has been at least three times a year. These review meetings are held with parents and when appropriate, the SENCO.

## **How will the curriculum be matched to my child's needs?**

Some children need only a few changes or adaptations to the curriculum, or the way they access it, in order to make progress. For some children this might mean writing using a Chromebook rather than with pencil or pen, and paper.

Other children might need more support with their learning. This can happen within the lesson in a small group, or through a series of extra small group or one to one lessons called interventions. These interventions are intended to help children make rapid progress in an area they find difficult.

Some children have a range of difficulties that mean they can't access the normal curriculum and they need to be taught in a different way. They might find it easier to learn the skills they need in a different classroom environment that is set up in a more individual way. At Gamesley Primary School, some children attend the Orchard Class where their sensory and learning needs can be more easily met because of the level of support offered. Other children may remain in the mainstream classroom,

but have a more bespoke curriculum delivered within a small group, and opportunities to access a more sensory environment when needed.

## **How is the decision made about what type and how much support my child will receive?**

The type and amount of support that a child receives can change throughout their time in school, depending on whether the area of difficulty can be addressed with a block of support, or whether support needs to be ongoing.

Decisions are made through discussions between class teachers, SENCO, and parent.

The discussions are informed by different types of assessment, a check on how well things are going. These are sometimes written tests but can be based on observations – watching the child playing and learning in the classroom.

When a child's special educational needs are more complex, professionals from other agencies offer support and guidance. This might be from an educational psychologist, a speech and language therapist, or an inclusion support advisory service teacher.

## **How will school staff support my child?**

The type of support will depend on the special educational need. We make sure that every child in both our schools is able to take part in the learning, whether that's in their year group class, or our mixed age Orchard Class.

Class teachers are responsible for making sure children with SEND are well supported and regularly review their progress, both through formal testing and through their work each day in class.

The level and type of support is discussed and agreed at Pupil Progress meetings with the head of school and SENCO each term. Class teachers can also chat to the SENCO at any time, about individual children, or the needs of groups of learners.

Support might include any of the following:

- 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.

## **How will my child be included in activities outside the classroom including physical activities and school trips?**

We want all our children to enjoy the most exciting parts of school life, including clubs, trips and visitors.

Sometimes we need to make adaptations to make sure that these experiences can be safely enjoyed by children with SEND. If it's not possible to adapt an activity or trip to meet the needs of a child, or group of children, we organise an alternative.

This might mean that for a group of children, an exciting activity is organised in school rather than going off-site for a trip.

All Year 6 children have the opportunity to go on a two-night residential trip to an Outside Activity Centre. Where the needs of a child with SEND cannot be met by the centre, the trip can be accessed during the daytime only, or an alternative trip can be offered to the child.

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

Supporting the emotional and social development and well-being of the children in our schools is at the heart of everything we do, whether or not a child has a special education need.

For this reason, we have a rigorous safeguarding system in place, in order to make sure our children are safe and happy.

We work together to make sure that our schools offer a warm, safe environment where children feel able to be themselves and feel valued.

We are lucky to have a dedicated pastoral manager, Miss Tammy Goodwin. She dedicates her time to supporting children who need help with their emotional and social well-being and she offers lots of support to our families too.

For children needing more help with their emotional or social development, we offer

- 1:1 counselling from our Emotional Literacy Support Assistant (ELSA), Mrs Emily Stanton
- Help and guidance from the Inclusion Support Advisory Teacher – Miss Kristy Todd
- Personalized targets recorded and monitored using an IPO
- Assessment and observation by the Educational Psychologist, in order to identify difficulties and suggest helpful strategies.
- A referral to CAMHS to seek further expertise and support for the child and family.

## **What specialist services and expertise are available at or accessed by the school?**

A number of professionals from outside school offer ongoing or occasional support. These include:

- Advisory Teacher (Hearing Impairment)
- Advisory Teacher (Visual Impairment)
- Advisory Teacher (Physical Impairment)
- Educational Psychologist
- Education Welfare Officer

- Inclusion Support Advisory Teacher
- Local Inclusion Officer
- School Nurse
- Speech and Language Therapist
- Social Services
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health Service (CAMHS)
- Compass (Emotional well-being and mental health support)

## **What training have the staff supporting children with SEND had?**

All classroom staff, and other teams such as Midday Supervisors, are given regular opportunities to develop their skills in order to support children with special educational needs.

Staff within school, in particular the SENCO, deliver training to colleagues. This happens in staff meetings, by observing children in class and offering advice, and sometimes by teaching a group or class whilst the teacher or teaching assistant watches.

Professionals from outside school offer lots of training to groups of staff. This includes advisors from the Speech and Language Therapy Service, the Educational Psychologist, and the Inclusion Support Advisory Teacher. Training is sometimes about a specific learning need, such as the use of communication boards for children who are not yet able to talk, or more generally about creating a classroom that supports the needs of all the children.

## **How accessible is the school environment?**

We have worked hard to make sure that all areas of our schools and school grounds are easy to get to for all our children.

Some children struggle with steps and so we have had ramps and a lift installed.

There are a number of disabled toilets in school, and these are well stocked with any toiletries that children might need.

Some children need specialist equipment to support them with their learning and this is either purchased by school, or provided by services such as Occupational Therapy.

Staff regularly discuss the school environment, and whether there are things that could be changed or adapted in order to support learning. We take advice from outside agencies about any adaptations that might be helpful for individuals, groups and sometimes whole classes. An example might be to soften lighting in a room where some children are sensitive to bright lights.

## **How are parents and children themselves involved in the schools?**

We always try to involve both parents and the children when deciding how to offer support in school. This usually involves a meeting, or a number of meetings to find out what parents are concerned about and what they believe the priorities are for their child. When possible, we talk to the children too and make sure they feel really involved in any decisions that are made.

All class teachers encourage parents to come into class for regular drop in sessions, at least three times a year. Parents can take part in the learning and see just how their child likes to learn in school.

We really value what the children think and pride ourselves in being good listeners. Ten children in school are members of our school council and a number of these children have SEND. They hold class council sessions, and share their friends' thoughts and ideas with school leaders. They take part in walks around school during learning time, and make suggestions about how we can support all children with their learning, based upon their own experiences, and what their friends tell them.

## **How do you involve other agencies in meeting the needs of children with SEND and in supporting families?**

At Gamesley Primary School and Early Excellence Centre, we value working as a team with parents and other agencies, in order to make sure that children receive the support they need. If the special educational need requires assessment or support from another agency, the SENCO will complete the necessary forms.

We always make sure that parents are happy for us to do this and we include them in the process as much as possible,.

Some services are available for our parents to access themselves. Links to these services can be found on The Local Offer at:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

## **How will the schools prepare and support my child to join, transfer to a new school or the next stage of education and life?**

We try to make sure that any change for children at our schools goes as smoothly as possible.

When children with SEND join us, the SENCO talks to parents and the SENCO from the previous school, if appropriate. We make sure that any necessary support is in place and then over time, make adjustments and adaptations.

When a child with SEND moves on to a new school, a transition meeting will take place between the SENCO and the SENCO of the new school. We make sure that all the important information is shared and files and paperwork are handed over. If appropriate, the child is taken on visits to the new school so that they can become familiar with the setting and key members of staff, before the move.

Although we do not recommend one school over another when children are moving on, the SENCO always offers parents support with the process and can accompany them on visits to other schools if it feels helpful.

## **Who can I contact for further information?**

For further information about our support for children with SEND, please don't hesitate to contact the SENCO, Caroline Sutherland on 01457 853721, or via email, [carolinec12@gamesley.derbyshire.sch.uk](mailto:carolinec12@gamesley.derbyshire.sch.uk)

## **What other support is available?**

The world of special educational needs can sometimes feel really complicated and overwhelming. There are so many systems and processes and it can be really hard to navigate. We are always here to help and parents are encouraged to talk to the SENCO about any issue, big or small.

If parents feel they need some support beyond school, the Derbyshire Information Advice and Support Service for SEND (DIASS) can be really helpful. It is an independent organization that supports and advises parents with children with SEND. They can attend meetings and help parents to contact the best people to help them.