

Gamesley Primary and Nursery School

SEND Information Report September 2026



What is a SEND information report?

This information report explains how we support children with special educational needs and disabilities (SEND) at Gamesley Primary School. For further detail on all areas of this report, you can refer to the SEND Policy on our website.

Our aims

At Gamesley Primary and Nursery School, we are committed to ensuring that every child, regardless of their needs, can access a high-quality education in a safe, inclusive, and supportive

environment. We work closely with families, external agencies, and the local authority to meet the needs of pupils with SEND.

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

We support children with a range of needs, including:

- Communication and interaction (e.g. speech and language difficulties, autism spectrum conditions)
- Cognition and learning (e.g. dyslexia, dyscalculia, moderate learning difficulties)
- Social, emotional, and mental health needs (e.g. anxiety, ADHD)
- Sensory and/or physical needs (e.g. hearing or visual impairments, physical disabilities)

Identifying children who need support

We identify children with SEND through

- Teacher observations and assessments
- Discussions with parents and carers
- Working closely with appropriate external professionals (e.g. speech therapists, educational psychologists)
- Ongoing monitoring of progress and wellbeing

We will always involve parents and carers in this process and you will be kept informed of any updates and decisions.

Assessment and review of needs and support

Children who have been identified as requiring additional support will have their needs assessed and reviewed termly with class teachers, SENDCO, parents or carers. Where appropriate, the child will be involved in discussions of next steps and aspirations.

Assess, Plan, Do, Review

Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that support will be required, then the views of all involved, including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

Do: SEN support will be recorded on an IEP that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress is limited despite the delivery of high quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil.

Working with parents and carers

We believe in a partnership approach. Parents are invited to termly review meetings, and pupils are encouraged to share their views on their learning and support.

Support Strategies

Our support may include:

- Differentiated classroom teaching
- Small group or 1:1 interventions
- Use of assistive technology
- Adapted resources and visual supports
- Emotional well-being programmes

Staff Training

All staff receive regular SEND training, including strategies for supporting specific needs and promoting inclusive practice.

Accessibility

Our school site is wheelchair accessible, with ramps, accessible toilets, and a lift. We also provide large-print materials and visual aids where needed.

The Role of the Governors

The **SEND governor** meets with the SENDCO termly. It is the role of the SEND governor to

- 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

External Support

We work with a range of professionals who offer advice and 1:1 or group support.

- 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)

How do we measure the effectiveness of our SEND provision?

At Gamesley Primary and Nursery School we measure the progress of our pupils and the effectiveness of our SEND provision using both qualitative and quantitative data.

We gather the views of both pupils and parents on how successful the provision has been in enabling them to achieve their goal.

We measure the attainment data of our SEND pupils and compare this with achievements of children nationally.

Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.

- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
 - Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
 - Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
 - Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.
- Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Support with transition

We endeavour to help all new pupils transitioning into Gamesley Primary and Nursery School do so with confidence and assurance that their needs will be well met and an understanding of our systems. The parents or carers of all new pupils joining the school who have been identified as SEND will be invited to a meeting with the SENDCO to discuss and concerns, provision and next steps.

When transitioning to secondary school we support our SEND pupils by working closely with the chosen settings of pupils to offer a clear and individual handover, as well as additional visits and opportunities to meet new staff whilst still being supported by familiar key workers from Gamesley Primary and Nursery School.

Complaints Procedure

If you have concerns about SEND provision, please contact the class teacher or SENCO (Mrs Parker) in the first instance. If unresolved, follow our school's complaints policy.

Further information

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>

You can contact the SENDCO Jennifer Parker at

jparker@gamesley.victoriousmat.org , via Class Dojo, or by calling the school office on 01457853721

