# Gorseybrigg Primary School and Nursery – SEND Information Report 2026-27

## Introduction

At Gorseybrigg Primary School and Nursery we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We do this through the attention we pay to the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties and disabilities the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and other learning interventions developed to personalise learning.

We have very good attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:
• are able to be "the best that they can be."
• become confident individuals living fulfilling lives.
• make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Gorseybrigg please contact us on 01246 418508 or visit the school office to arrange an appointment.

Headteacher: Rachel MacLeod
SEND Coordinators: Kay Christie and Kate Pidcock

## The kinds of special needs for which provision is made at the school

We refer to the term "Special Educational Needs" if a child:
a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- social, emotional and mental health development
- sensory or physical needs.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6.
If a child is not making the expected progress, then we identify a need and determine the reasons why.

Expected progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

## Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs and disabilities. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.
Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.
A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.
Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.

An **ISP (Individual Support Plan)** is devised in collaboration with the child and parents. The ISP is shared with parents and carers who are invited to discuss this initially with the Class Teacher and contribute to the ISP.
Teachers are supported by specialists from outside school who meet with parents, carers and school staff for review meetings in addition to parental meetings.

## Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on Individual Support Plans (ISPs) and discuss these with parents, carers and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

Intervention:

Intervention is carried out by the school and is **'additional to or different from'** the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class

- focused work to be completed at home

Frequency and timing of support

This is arranged and timetabled by the Class Teacher in consultation with the SENDCo if needed so that they can adapt provision and frequency according to need.

Organisation of support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of VAK (visual, auditory and kinaesthetic) activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- a child continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- a child continues to have difficulty in developing Literacy and Numeracy skills
- a child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- a child has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- a child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff, including Teaching Assistants, Nursery Nurses and Higher Level Teaching Assistants are assigned across the whole school to support SEND pupils according to need. Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools. Colleagues from outside agencies and parent partners continue to advise and support our Staff to better understand and address the needs of our pupils.

**Statutory Assessment: EHC Plan (Education, Health Care Plan)**

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents/carers and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA).

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- details of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual Education Plans (ISPs) for the child
- records of regular reviews and their outcomes

- health reports, including medical history where relevant
- national assessment levels and reports or records of progress completed by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (e.g. Social Services, Educational Welfare services, Health and Education services).

The views of the parent/carer and child are sought. Parents/carers may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents/carers can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.
EHC Plans are subject to annual review which will include parental views about the child's progress.
Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

## Support Base

Children with an EHCP or awaiting an EHCP, who have complex learning needs, where learning in the mainstream classroom is not meeting their needs, may have the opportunity to join our support base, 'The Robin's Nest'. Time spent in the Robin's Nest is decided on an individual basis and the continuum model of support from the DfE guidance 'Inclusion bases in schools 2026'.. The children access a specialist sensory curriculum, supported by trained staff and the SENCO.

## Recording

Records are kept on each child. Files are stored in lockable cupboards in the School Office and staffroom. Once a child's individual need is identified it is recorded on the school's SEND register. A master copy is stored in the School Office and on the school's internal ICT network. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the main office. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above Inclusion files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. IEPs are written each term. The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies.

## The SENDCO

Mrs Kay Christie and Mrs Kate Pidcock are our SENDCo. They are responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. They liaise with parents, carers and relevant outside agencies, Medical and Psychology Services. The SENDCo will also be responsible for overseeing the maintenance of the Special Educational Needs and Disability Register.

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be sought.

## Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

## Partnerships

The partnership between parents/carers and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents/carers. Pupils and parents/carers are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified, parents/carers are invited into school to discuss this further. Parents/carers are consulted regularly at the parental consultations and review discussions. Contact is maintained regularly which ensures that difficulties and anxieties can be resolved swiftly.

<u>School Agency Partners include:</u>
Inclusion Support Advisory Team
Education Psychologist
Child Development Centre
Child and Adult Mental Health Service
Speech and Language Therapy
Occupational Therapy
Physiotherapy
Social, Communication Outreach Service
Hearing Sensory Support
Visual Sensory Support
Learning Difficulties and Disabilities

## Derbyshire Local Offer

The Derbyshire Local Offer is in place to support children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. It provides clear information about available services and provision, including how to apply for an assessment, early years support, education and learning, care services, preparing for adulthood, health and wellbeing, financial support and travel and transport. The Derbyshire Local Offer contains useful resources for families. The Local Offer includes a directory of local SEND services, support groups, and activities, empowering families to make informed decisions and enhance the quality of life for children and young people with SEND in Derbyshire.

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

## Pupils

Pupils:

- are encouraged to participate fully in the life of the school
- understand the learning intention and success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- where possible, comment on how they feel they are progressing when the IEP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Where possible pupils are invited to comment regarding their provision and their ISPs.

## Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints Policy should be followed.

## Transition

Excellent Links with our feeder and transfer schools is very good due to our close liaison with these schools. Staff from the schools which our pupils are transferring to are invited to all annual review meetings in the year prior to their end of Key Stage transition. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Transition Plans are put into place to meet the needs of the individual working closely with the secondary school and family to support the transition for the pupil, with additional transition days offered for our most vulnerable pupils.