

Stronger Together



BRADGATE
Education Partnership

Gaddesby Primary School

SEND Information Report

Approved by: Trust Board
Report produced by: Kate Benney
Review Date: September 2026

Ambitious
Collaborative
Ethical



This Information Report has been prepared by Gaddesby Primary School and approved by the Board of Trustees on 11/09/25 for publication on the website.

The SEND Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

The school makes provision for the following kinds of SEND	<u>Mission</u> Through a nurturing environment, a carefully considered curriculum and a sense of community Gaddesby Primary School is committed to ensuring every young person becomes a well-rounded and successful individual who can make a difference to the local and wider community. <u>Vision</u> Our nurturing environment ensures children are safe, happy and stimulated. Children's physical and mental well-being is at the core of our ethos. Our carefully considered curriculum is planned to be progressive, ambitious and to develop a culture of curiosity and creativity whilst supporting children to become successful learners. Our sense of community is built upon positive relationships, open communication and mutual respect with children, parents and the wider community. We embrace our Gaddesby values, foster and celebrate children's individuality and offer a range of opportunities to ensure children become well rounded successful individuals. <u>Definition of special educational needs</u> In this information report, 'special educational needs and disability' (SEND) refers to a learning or physical difficulty that requires additional educational provision. The SEND Code of Practice (updated May 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
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1. a) has a significantly greater difficulty in learning than the majority of others of the same age
2. b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Gaddesby Primary School

At Gaddesby Primary School we strive to support all children to enable them to achieve at school. To do this many steps are taken to support children through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support, reasonable adjustments, may be needed to help them achieve their targets.

There are many SEND terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms.

AAP	Attention Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAHMS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ILP	Individual Learning Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SpLD	Specific Learning Difficulty
SEMH	Social Emotional and Mental Health
VI	Visual Impairment



The school identifies and assesses SEND by:

What can we offer children with SEND?

- From tracking
- From teacher's concerns
- From observations
- From liaison with parents



Early identification of needs.

- Parent review meetings
- Annual school reports
- SENCo available on site
- Informal meetings



Communication with parents

- High quality focused interventions
- TAs trained to lead interventions



Interventions matched to learner's needs

- Referrals to outside agencies if needed
- Classroom adaptations
- Curriculum adaptations
- Individual Education Plans (IEP)



Individualised support

- Teacher assessment identified children having difficulties
- Effective deployment of staff
- Individual strategies used
- Monitoring of teaching



High quality classroom teaching

- Progress against IEP measured
- SENCo able to track progress
- Teacher assessment identifies children having difficulties



Tracking of progress

We have several methods to help us identify if a child needs extra support. These include:

Prior to starting school:

- Gathering information from your child's pre-school or previous school. This may involve conversations with their former teacher or key worker.
- Gathering information from other services who have worked with your child, for example a speech and language therapist or paediatrician.
- Once your child joins our school, we will monitor their progress and development. If we have concerns, we may ask other professionals to give advice and support.

During their time at school:

All staff working with pupils at Gaddesby Primary School put a child's well-being and progress at the forefront of their practice. If any member of staff working with a child identifies that they have difficulties in particular areas, academically or emotionally, they will bring this to the attention, initially of the class teacher who will



ensure through 'Quality First Teaching' that the child is given every opportunity to progress.

Continuing concerns about a child will be raised with the SENDCo and the parent at this point. An **Early Monitoring Form** will be actioned, with strategies and interventions put in place to support the difficulties a child is facing. If expected progress is not made further discussions will take place between SENDCo, teachers and parents and a joint decision will be made to agree if the child should be placed on the **SEND Register** to access a higher level of intervention and help.

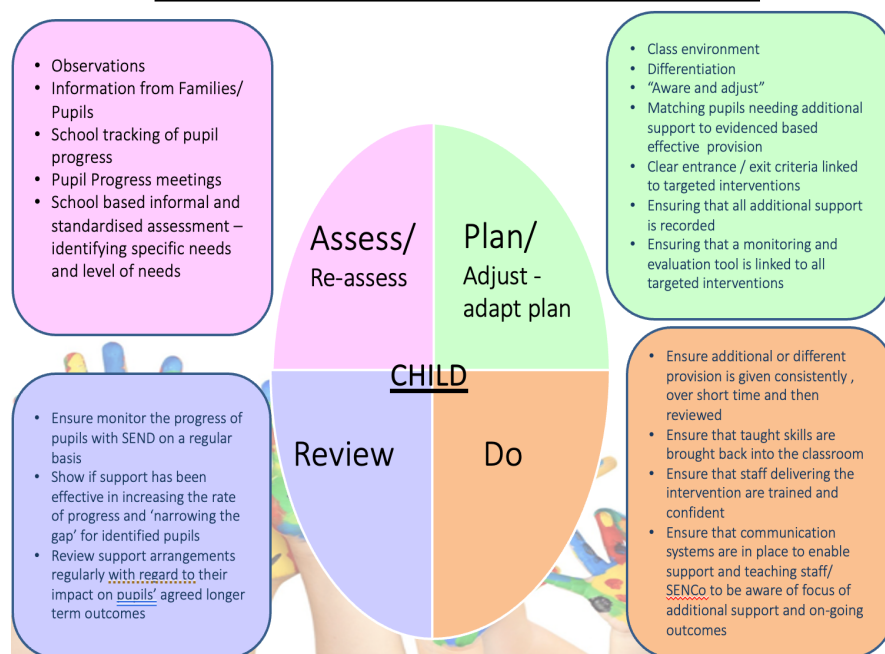
In other cases; parents, previous schools or settings or outside agencies such as Speech and Language Therapy may bring a child's specific needs to our attention.

Assess- Plan-Do- Review

Best practice involves meeting pupils' SEND through implementing the graduated approach; using the assess, plan, do, review cycle. Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.

Example:

Graduated Response- continuous practice





The school supports SEND in accordance with its policy framework which is set out at:	The Gaddesby SEND Information Report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents: • Equality Act 2010: advice for schools DfE (updated June 2015) • SEND Code of Practice 0-25 (updated May 2015) • Statutory Guidance on supporting pupils at school with medical conditions (Sept 2017) • Safeguarding policy • Accessibility Plan • Teachers' Standards (updated 2021) • SEND Policy • Equality Policy • Inclusion Policy These policies set out the academy's approach to - Assessing and review the progress of children with SEND; - Teaching children with SEND; - Adapting the curriculum and learning environment for children with SEND; - Making decisions on additional support in relation to children with SEND; - Ensuring inclusion of children with SEND with children without such needs across all school activities; - Supporting the emotional, social and mental development of children with SEND; and - Evaluating the effectiveness of our provision for our children with SEND.
The school's SENCO's details are:	Key Roles and Responsibilities: The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have an EHC Plan. She liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. Where needed she will contact a wide range of external agencies that are able to give more specialised advice. The SENDCO is a member of the leadership team and is Mrs Kate Benney (office@gaddesby.bepschools.org)



	Designated Safeguarding Lead (DSL) Head Teacher, Mrs Sarah Richardson Deputy Designated Safeguarding Lead (DDSL) SENDCo, Mrs Kate Benney Deputy Head Teacher, Miss Annalee Toon
The school's staff have been trained and have expertise in the following areas:	Members of staff have received training related to SEND. These have included sessions on: - How to support pupils on the autistic spectrum. - How to support children with dyslexia. - How to support pupils with speech and language difficulties. - How to support pupils with physical and co-ordination needs. - Supporting early literacy development. - Phonics training. The Educational Psychology service has also provided training on anxiety, attachment disorder, bereavement understanding literacy difficulties, maths difficulties, attachment difficulties and training on working memory. Mrs Benney has gained the qualification of 'National Award for Special Educational Needs Co-ordination.' Mrs Benney is also an accredited dyslexia assessor and holds a PG Diploma for Specific Learning Difficulties (SpLD) & Inclusion. <u>Pupils with medical needs</u> If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.



	Staff will receive additional training to supports pupils with medical needs (for example diabetes). Staff receive EpiPen training delivered by the school nurse. Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. All staff have basic first aid training. EYFS team have paediatrics first aid training.
The school will secure equipment and facilities for pupils with SEND by:	The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. Additional provision may be allocated after discussion with the class teacher at Individual Learning Plan (ILP) meetings, or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending on individual circumstances or concrete resources to use in the classroom. Decisions towards resources and support are made in consultation with class teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress or assessments made by outside agencies. During a SEND pupil's school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged. <u>Additional Funding</u> The needs of most pupils on our SEND register can be met through SEND support (high quality teaching and targeted interventions). However, some pupil's needs are more complex and SEND Support is insufficient to meet their needs. In these cases, the SENDCo may apply for higher needs funding from the local authority. This funding enables us to offer additional support to a pupil,



	individualised to their specific needs. Higher needs funding can be given in two forms: SEND Intervention Funding – This is time-limited funding which is given to support a pupil for a particular period. This was previously known as Top Up Funding. Education, Health and Care Plans (EHCP) – This is a statutory document that describes a pupil's special educational, health and social care needs. It explains the extra help that must be given to meet those needs and how that help will support the pupil to achieve. An EHCP must be reviewed every year. If a pupil requires it then they may keep their EHCP until they are 25 years old. Applications for higher needs funding can be made, <u>but</u> it is the local authority who make the decision whether to provide it and how much a school will receive. How accessible is the school environment? As a school we are happy to discuss individual access requirements. Facilities we have at present include: - Accessible buildings. - One toilet adapted for disabled users. - Ramped access to the playground. - Wide access doors from the corridor into all classrooms. - Adaptive teaching to ensure full inclusivity in the school environment.
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The school aims to involve the parents/carers and pupils with SEND and will do so by:	Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and a National Curriculum level given in English and Maths. You will be able to discuss your child's progress at Parents' Evenings. Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office. Children on our SEND register may have a SEND Intervention Funding or an Education, Health and Care Plan. These are reviewed with your involvement. Collaboration between pupil, school and parents is paramount, to ensure a child's needs are met. The progress of children with a EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. If you child has an Individual Learning Plan (ILP), you will meet with your child's class teacher an additional three times per year, to discuss targets and next steps. The SENDCo will also monitor that your child is making good progress and liaise with class teachers regularly.
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the SENDCo. If you would like further detail about Bradgate Education Partnerships' Complaint Policy, more information can be found her: https://bepschools.org/wp-content/uploads/sites/8/2024/08/BEP-Complaints-Procedure-2024-v1.pdf



The school works with other agencies to support school with SEND and their families by:

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychology Service
- Specialist Teaching Service including the Hearing Impairment Team, Visually Impairment Team and Autism Outreach
- Speech and Language Therapy
- School nurse
- Birchwood Outreach Services
- Primary Inclusion Forum
- Early years services
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Social Services
- Paediatricians

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the ISR (In School Review). The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties to help understand the pupil's educational needs better.

The psychologist will generally meet with the parent and give feedback after the assessment has been completed.



	He/she will offer advice to the school and parent/carers on how to best support the pupil to take their learning forward.
The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	If you would like to gain advice, information or someone to speak for you if you're having difficulties with getting your child the help and care that they need there are numerous organisations you can speak to. These organisations are independent of Leicestershire County Council, schools and the health service. Further information can be found here: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/independent-advice-for-special-educational-needs-and-disability-send
The school works on transition arrangements for pupils joining or leaving the school by:	Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include: • Induction events take place during the summer term for all children who are joining the Foundation Stage in September. • Discussions between the previous or receiving schools prior to the pupil joining/leaving. • Where appropriate pupils attend a transition session where they spend some time with their new class teacher. • Additional visits are also arranged for pupils who need extra time in their new school. • Our SENDCo is always willing to meet parents/carers prior to their child joining the school. • Secondary school staff may visit pupils prior to them joining their new school. • New schools are invited to attend any reviews prior to transition.



	• Mrs Richardson, Miss Toon and Mrs Benney liaise with the SENDCos from the secondary schools to pass on information regarding SEND pupils (this is dependent on Secondary availability). • Where a pupil may have more specialised needs, a separate meeting may be arranged with our SENDCo, the secondary school SENDCo, the parents/carers and where appropriate the pupil. • Pupil voice (children are asked their views on an issue either individually or in small groups).
The Local Offer produced by Leicestershire Local Authority is available at:	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability