SEND Information Report 2026-2027

Gillingstool Primary School

Welcome to the SEND Information Report for Gillingstool Primary School. We are a mainstream primary school in Thornbury and part of the Mosaic Partnership Trust. We are committed to creating a nurturing, ambitious and inclusive community where every child is valued, understood and supported to achieve their potential.

Our values of **Resilience, Aspiration, Collaboration and Responsibility** underpin all aspects of school life and help us create a culture where every child feels valued, included and able to succeed.

What is SEND?

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including speech, language and communication needs and differences in social communication.

Cognition and Learning

Including general learning difficulties and specific learning difficulties such as dyslexia.

Social, Emotional and Mental Health (SEMH)

Including difficulties with emotional regulation, anxiety, attention, relationships and mental health.

Sensory and/or Physical Needs

Including hearing or visual impairment, sensory processing differences and physical needs.

We recognise that every child is unique. Our provision is planned around individual strengths, needs, barriers to learning and aspirations, rather than labels or diagnoses.

Our Graduated Approach to SEND Support

We use a graduated approach to meeting children's needs. Support is continually reviewed and adapted to ensure it remains effective.

Universal Support

High-quality inclusive teaching is available to all pupils and forms the foundation of our SEND provision. Teachers adapt teaching to meet the needs of the children they teach. Universal provision may include:

- Clear routines and expectations
- Adapted teaching and learning approaches
- Visual supports and scaffolds
- Accessible learning resources
- Reasonable adjustments
- Support for communication, independence and emotional regulation
- Ongoing assessment and progress monitoring

Targeted Support

Some children may require support that is additional to, or different from, that ordinarily available in the classroom. This may include:

- Individual or small group interventions
- Personalised strategies and resources
- Additional adult support where appropriate
- Individual targets and support plans
- Increased monitoring and review
- Consultation with the SENDCo and Inclusion Team

Parents and carers are actively involved in reviewing the impact of support.

Specialist Support

Where a child has more complex or persistent needs, we may seek support from specialist professionals. Their expertise helps us better understand a child's needs and develop appropriate strategies, adjustments and provision.

How Do We Identify SEND?

At Gillingstool Primary School, we believe early identification leads to better outcomes for children. Children do not need a diagnosis to receive support.

Needs may be identified through:

- Teacher observations and assessment
- Progress monitoring
- Screening and assessment tools
- Parent and carer concerns
- Pupil voice
- Advice from external professionals
- Wellbeing and attendance monitoring

Where concerns are identified, a Record of Concern (ROC) is completed and reviewed by the SENDCo and Head of School. Appropriate next steps are then agreed.

Where additional support is required, we follow the **Assess, Plan, Do, Review (APDR)** cycle. Support Plans are reviewed regularly and formally shared with parents at least three times each year.

Education, Health and Care Plans (EHCPs)

Most children with SEND have their needs met through SEND Support in school. For children with significant and complex needs, an Education, Health and Care (EHC) Needs Assessment may be considered.

An EHCP:

- Is a legal document maintained by the Local Authority
- Identifies a child's needs
- Sets desired outcomes
- Specifies the provision required to meet those needs

EHCPs are reviewed annually, with children and families placed at the centre of the process.

Supporting Children Who Are Looked After

We recognise that children who are Looked After (LAC) or Previously Looked After (PLAC) may experience additional barriers to learning and wellbeing. We work closely with carers, social workers, the Virtual School and other professionals to ensure support is coordinated and effective.

The SENDCo also acts as the Designated Teacher for Looked After Children, ensuring SEND provision aligns with wider educational planning.

What Every Child Can Expect

Our universal offer is based on high-quality, inclusive teaching. We believe every teacher is a teacher of children with SEND and that inclusive practice should be built into everyday classroom life.

Every child can expect:

- A calm, predictable and inclusive classroom
- Clear routines and expectations
- Positive relationships
- Adaptive teaching
- Appropriate scaffolding and support
- Opportunities to develop independence
- High expectations and an ambitious curriculum for all

Working in Partnership with Parents and Carers

Families know their children best and are central to effective SEND support. We work closely with parents and carers throughout the SEND process.

Parents and carers can expect:

- Regular, respectful communication
- Opportunities to share views and aspirations
- Joint problem-solving
- Meaningful involvement in reviews

- Honest discussion about progress
- Celebration of success
- Clear next steps when additional support is needed

Support Plan Reviews take place three times each year for children receiving targeted SEND support.

Supporting Successful Transitions

We recognise that transitions can be both exciting and challenging, particularly for children with SEND. We work closely with families, schools and external professionals to ensure transitions are carefully planned and supported.

Starting Reception

Our transition programme may include:

- Preschool visits
- Home visits
- Teddy Bears' Picnics
- Stay and Play sessions
- Parent information events
- Virtual school tours
- Additional support where required

Moving Between Year Groups

Children participate in our "Shuffle Up" transition programme and have opportunities to meet new teachers and become familiar with new learning environments. Additional preparation can be provided where needed.

Moving to Secondary School

Transition planning begins early in Year 6 and may include visits, workshops, information sharing and personalised support for children requiring additional preparation.

What Does Success Look Like?

At Gillingstool Primary School, success is about much more than academic attainment. We want every child to:

- Feel safe, welcomed and valued
- Belong within our school community
- Access an ambitious curriculum
- Participate fully in school life
- Develop confidence and independence
- Make progress from their starting points
- Be prepared for their next stage of education.

We measure success by the difference support makes to participation, independence, wellbeing and progress.

What Should I Do If I Have Concerns?

If you have concerns about your child's progress, wellbeing or SEND provision:

1. Speak to your child's class teacher.
2. Request a meeting with the SENDCo if required.
3. Work with the school through the Assess, Plan, Do, Review process.
4. Follow the school's complaints procedure if concerns cannot be resolved informally.

Our aim is for concerns to be heard, understood and acted upon wherever appropriate.

Further Information

Families can access:

- South Gloucestershire SEND Local Offer
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy

- Accessibility Plan
- Other relevant school policies and procedures

We are committed to identifying and removing barriers to learning and ensuring all children can access the opportunities, support and environment they need to thrive.

Contact Us

If you would like further information about SEND provision at Gillingstool Primary School, please contact the school office and ask to speak to the SENDCo.

School: Gillingstool Primary School
Telephone: 01454 866527
Email: office@gillingstool.org.uk
Website: https://www.gillingstool.org.uk/
SENDCo: Louise Cahill