

Gillingstool Primary School

Special Educational Needs Information Report – 2024-2025



Welcome to our Special Educational Needs Information Report. All Governing bodies of maintained schools, nursery schools have a duty to publish information on their website about their policy for pupils with Special Educational Needs/Disabilities (SEND).

At Gillingstool Primary School, we are committed to working together with all members of our school community. We work in partnership with parents, governors, children and a range of outside agencies to ensure every child receives a happy, supportive and enriching learning journey with us.

This report will give you information on our key members of staff, our provision, agencies that support us and answers to questions frequently asked by parents and children.

What types of SEN does the school provide for?

Our school provides for pupils with the following needs: communication and interaction (e.g. autism, speech and language difficulties), cognition and learning (e.g. dyslexia, dyspraxia, dyscalculia, moderate learning difficulties), social, emotional and mental health (e.g. ADHD, ADD) and sensory and/or physical needs (e.g. hearing impairment, visual impairment, multi-sensory impairment, physical impairment)

Our approach to teaching pupils with SEN

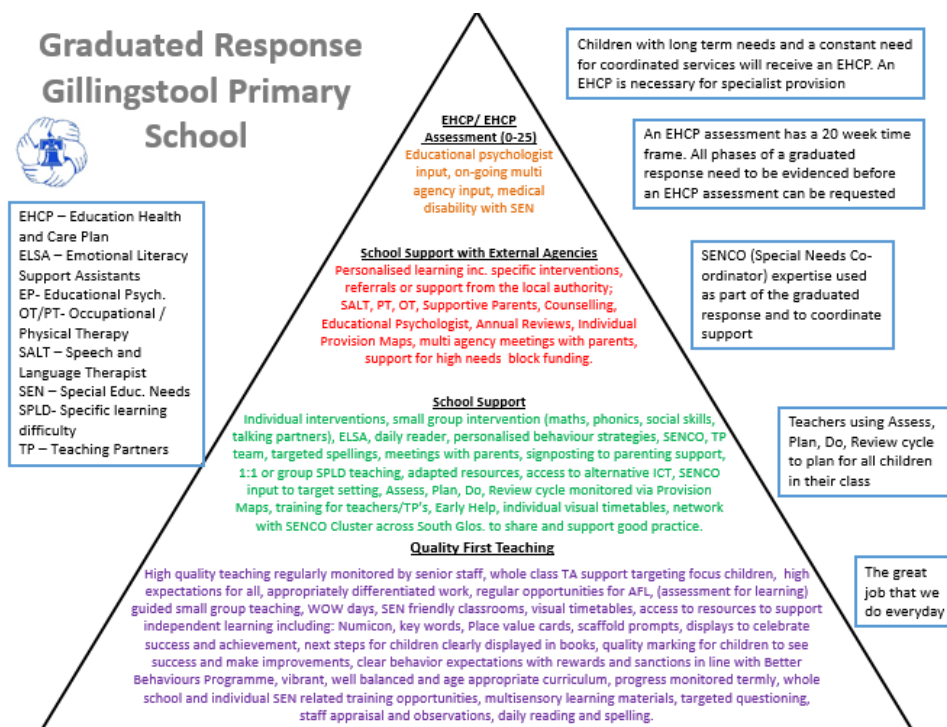
At Gillingstool, inclusion is at the heart of all that we do. We ensure that all our children are included and able to participate in the activities that we offer. We place great emphasis on high quality first teaching for all our children and regularly monitor the teaching and learning in our school.

We value creating a learning environment which is personalised to meet the needs of all members of our school community.

We provide what is known as a 'Graduated Approach' to meeting children's SEN needs. This is part of a 4-part cycle of assess, plan, do, review.



This approach includes working with different outside agencies to ensure the correct provision is put in place for individual children. These agencies also provide guidance and training for our staff.



This process will be continual. When reviewing, if your child has made progress, they may no longer need the additional provision made through SEN support.

Who's who at Gillingstool?



Mrs Stimpson is our SENCO (special educational needs coordinator), deputy head and inclusion lead. The SENCO's role is to support the class teacher in planning for children with SEND, by:

- Coordinating all the support for children with SEND
- Developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is receiving
 - involved in reviewing their progress
- Keeping in touch with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEN in the school achieve the best progress possible.



Miss Vokes is one of our ELSAs (emotional literacy support assistant) and also our family link worker. Miss Vokes is based in 'The Nest' and runs our nurture interventions, supporting children with the emotional wellbeing. You can find out more about her work on the ELSA page of our website.



Miss Roper is also one of our ELSAs (emotional literacy support assistant). Miss Roper is based in 'The Snug' and runs our nurture interventions, supporting children with the emotional wellbeing. You can find out more about her work on the ELSA page of our website.



Mrs King runs our Sand Tray Conversations intervention. The intervention involves a sand tray and tiny figures which are used to act out scenes and stories allowing children to share what is on their mind. It fosters emotional well-being and improves communication between children, their families and the school environment.



Mrs Hall is our school counsellor. She works one day a week with children that have been identified as needing additional support following others interventions. You can find more about her work on the School Counsellor page of our website.



Dr Hannah Amin is our SEN Governor. Governors have a responsibility to deliver the best outcomes for all pupils including those with SEND. This involves

- Keeping up to date with training provided by the local authority.
- Meeting with the SENCo throughout the year to discuss SEN developments in the school.
- Visiting classrooms with the SENCo to see special needs in practice.
- Reporting regularly to the governing body.

What should I do if I think my child has SEN?

If you have concerns that your child may have SEN, the first person to talk to is their class teacher. The teacher will then discuss your concerns with the SENCO and, if necessary, a meeting will be arranged to discuss the concerns further and try to get a better understanding of what your child's strengths and difficulties are. The next steps will be decided together and if your child needs SEN support, you will be formally notified in writing and your child will be added to the school's SEN register.

How will the school let me know if they have any concerns about my child's learning in school?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their learning. If a teacher notices that your child is falling behind, they will look for any gaps in their

learning and try to fill them. If they are still struggling, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child may have SEN. The SENCO may observe your child in class and they may also, ask for the opinion of external experts such as an educational psychologist or speech and language therapist. Following discussions with you, if your child does need SEN support, they will be added to the school's SEN register. The teacher will then co-create a My Support Plan for your child with you.

How will I find out about my child's progress?

Progress is continually monitored by your child's class teacher and it is reviewed formally every term. If your child is on our SEN register, you will be invited to meet with your child's teacher to discuss and review the outcomes on their My Support Plan three times a year. Children are encouraged to join these meetings to share their voice. There are also two parents' evenings during the year where progress will also be discussed.

If your child has an EHCP, their progress will also be reviewed yearly at their Annual Review.

What about my child's emotional and social development?

In class, we follow a programme of Personal Social Health Education (PSHE) called Jigsaw. It includes a range of sessions that help children to understand their feelings and how to cope when things don't go to plan.

We also have a school Wellbeing Team who meet termly to discuss all children's wellbeing based on information from the teachers. For children that need a bit of extra support managing their emotions and anxieties, 1:1 or group sessions doing ELSA intervention, sand tray conversations or time with our Pets as Therapy dog will be arranged.

Our School Counsellor, Mrs Hall is also available to support children who need further more specialist help and support.

What training do the staff receive to help children with SEN?

Staff take part regularly in training to improve the teaching and learning of all children, including those with SEN. Training may be provided by trained school staff, through our Trust or by outside agencies specialising in areas of SEN that are relevant to the needs of specific children, for example, autism.

What support will be available for my child as they transition between classes or schools?

When moving classes in school, children take part in a class swap day and any vulnerable children are supported to feel reassured during that time. Children may have additional visits to their new classroom and meet the new class teacher 1:1 or in a small group. Parents are also welcome to arrange to meet the new teacher prior to the change of class.

If your child is in Year 6 and transferring to secondary school, arrangements will be made with the SENCo of their next school to ensure that all important information is discussed and shared with your consent. Any appropriate records will be sent to the school and children may have enhanced transition visits to their new school during the summer term.

If your child is joining our school, we are always pleased to meet with you to discuss the transition into Gillingstool and to liaise with their previous school.

What should I do if I have a complaint about the provision made at the school?

If you have a complaint to make, please contact the SENCo to arrange a meeting to share your concerns. We want to work in partnership with all families and always welcome feedback.

Is the school accessible to children with disabilities?

The school building has no limitations for those with physical disabilities as we share our building with New Siblands Special School and the entire building, opened in 2010, meets the requirements of all new special schools.

- All areas of the school are fully accessible.
- We make sure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

What support is available for me and my family? The SEND Local Offer

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available locally, have a look at The SEND local offer which is designed to provide information in one place, offering ongoing support to children and young people with SEN and Disabilities and their families across South Gloucestershire. The SEND local offer describes what help, support and services are available in the local area. The SEND local offer website includes information on services and support from South Gloucestershire Council, its partners and community and voluntary groups across education, health and social care. South Gloucestershire Council's Local Offer can be found by visiting: [SEND Local Offer | South Gloucestershire \(southglos.gov.uk\)](https://www.southglos.gov.uk/SEND-Local-Offer)

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Need Jungle

Questions children may have

Our School Council met to discuss the sort of questions they would ask if they were worried about starting a new school. These are their suggestions and their answers.

Q. What will help me settle in?

A. You will have a tour with another child and they will show you how to do everything.

Q. Will I have a buddy?

A. Yes, you will have a buddy in your class who can show you where everything is and what to do.

Q. Who should I ask for help in lessons?

A. You could ask your buddy, your friends, the teacher or the teaching partner.

Q. What ways do we learn in school?

A. We work independently, in pairs and in groups. We are a team!

Q. What happens during the day?

A. We have a timetable. We learn, play, eat and have fun!

Q. What are the most important school rules?

A. Be ready, be respectful and be safe.

Q. What can I do if I'm upset/worried/angry?

A. You can speak to a teacher, a teaching partner, Miss Vokes, Miss Roper and Mrs King. You can also talk to Mrs Stimpson and Mrs Carter.

Q. How do I know if I'm doing well?

A. You know you're doing well when your work is marked with green, you get praise and compliments, you receive postcards and certificates and you get chosen for hot chocolate with the head.

Visits and Contact Details

We hope you have found the information in this report useful.

If you have any further questions, please contact us on 01454 866527 and we will be happy to help you.

You are also very welcome to come and visit the school. Please contact the office to arrange a day and time that suits you.

This report is reviewed annually.