

Gillingstool Primary School



SEND Information Report

Section 1: Welcome and school vision

Welcome to the SEN information report for Gillingstool Primary School. The Deputy head, SENCO, and Inclusion Lead at Gillingstool is Mrs Emma Stimpson.

Our school's vision and values are as follows: At Gillingstool, inclusivity and wellbeing are at the heart of everything we do for our children. In partnership with our families and the wider community, we provide a nurturing environment within a vibrant and caring school inspiring our children's passion for ambitious, life-long learning. This is delivered through consistently high standards in teaching and learning encouraging creative and curious minds. By working together, with respect, enthusiasm, and care towards all others, we at Gillingstool promote happiness, good behaviour, kindness and honesty.

Our school values are inclusivity, ambition, perseverance, curiosity, creativity and kindness.

Our school is a mainstream primary school and is part of the Mosaic Partnership Trust. The school was built in 2012 and is located in the heart of the market town of Thornbury.

Section 2: Areas of need

SEND stands for Special Educational Needs and Disabilities. A child is identified as having SEND if they require support that is additional to or different from their peers in order to access learning and make progress. A child with SEND will be added to the school's SEND register.

There are four broad areas of need: Communication and Interaction– including speech, language difficulties, and conditions such as autism.

Cognition and Learning– including moderate to severe learning difficulties, dyslexia, and problems with memory or processing.

Social, Emotional and Mental Health (SEMH)– including anxiety, behaviour difficulties, ADHD, or attachment needs.

Sensory and/or Physical Needs– such as hearing or visual impairments, or mobility issues.

We provide support at three levels, depending on the child’s needs:

- Universal Support - High-quality classroom teaching that meets the needs of all pupils.
- Targeted Support - Additional support for children who need short- or medium-term interventions, such as small group work or tailored strategies.
- Specialist Support - More individualised help involving outside professionals (e.g. Educational Psychologists, Speech and Language Therapists).

If a child’s needs are complex and long-term, and they require significant support that goes beyond what the school can provide from its own resources, they may need an Education, Health and Care Plan (EHCP). An EHCP is a legal document which outlines the child’s specific needs, details the support required and expected outcomes. It is reviewed annually in partnership with parents, the school, and relevant professionals. Parents, schools, or other professionals can request an EHCP needs assessment from the local authority.

Children who are in the care of the local authority (Looked After Children or LAC) and who also have SEND are supported through carefully coordinated planning. A designated teacher works alongside the SENCO and social workers to create a Personal Education Plan (PEP). PEPs are closely aligned with SEN Support Plans or EHCPs. Extra care is taken to ensure consistent emotional and educational support.

Section 3: Identification of need

If a child appears to be having difficulties in class, their teacher will try different strategies to support them in their learning. However, if concerns remain, teachers can complete a record of concern, known as a ROC. ROCs are reviewed by the SENCO and next steps are recommended. This may be a continuation of the use of adaptive teaching strategies, an observation by the SENCO to gain more information or a referral for advice from external specialists. A ROC may lead to a child being placed on the school’s SEN register.

The Graduated Response is a step-by-step way schools support children with additional needs. It is based on a cycle called Assess, Plan, Do, Review – or APDR for short.

- Assess – We look at what the child needs help with, using observations, assessments, and input from parents and teachers.

- Plan – We agree on the support your child will receive and set clear targets together with you.
- Do – The plan is put into action – whether that's extra support, specific strategies, or interventions.
- Review – We check how things are going and adjust the plan if needed. This approach helps us personalise support for your child.

If a child is added to the school's SEN register, a support plan will be written highlighting their needs, reasonable adjustments that teachers can make and identifying targets as part of the ADPR cycle. These support plans are written with children and parents and reviewed at three points throughout the year.

You might hear the word equity used when we talk about support in school. Equity recognises that different children have different needs. Some may require additional time, specialist interventions, or adapted resources in order to access learning in the same way as their peers. Our commitment to equitable provision helps us to remove barriers to learning and promote positive outcomes for all children, including those with SEND.

Section 4: Universal offer

The universal offer is how we create a learning environment that works for all children, including those with special educational needs and disabilities. Our approach is based on inclusive pedagogy. That means we plan and teach in a way that recognises every child is different and that is a strength, not a challenge. Instead of separating children out, we aim to include everyone in lessons, discussions, and activities.

We adapt both what we teach and how we teach it. This might mean:

- Using visual aids,
- Breaking tasks into smaller steps,
- Providing quiet spaces for focus,
- Or using practical equipment to help with understanding

Our lessons are designed to be accessible to all. This means using clear instructions, flexible groupings, and activities that allow children to show their learning in different ways. We want every child to feel they can take part and that their contribution matters.

Support for children with SEND is not something we add on afterwards. It is planned into our teaching right from the start. This helps all learners, not just those with identified needs.

Our classrooms are designed to enable independence and engagement. That includes having clear displays, routines, calm spaces, and flexible seating, all helping children feel safe and ready to learn.

We focus on building confidence and independence. Whether it is using a visual checklist or managing their own resources, we help children take ownership of their learning in ways that work for them.

Inclusive education benefits every child. It is not about treating all children the same, it is about giving each child the tools and support they need to succeed.

Section 5: Targeted support

We know that every child learns differently. Some children may need a little extra help to make progress and that is where our targeted support offer comes in.

Targeted support means extra help given to children who may need it, on top of everyday classroom teaching. It is designed to help children catch up or fill specific gaps and it is not one-size-fits-all. We keep our interventions short, regular, and time limited. That means:

- They might happen a few times a week for a few weeks,
- They are focused on a specific skill or area,
- And they are reviewed often to check they are working.

Everything we do is based on evidence-informed practice. That means we use tried-and-tested strategies that have been shown to make a difference. Most importantly, we design support that fits around your child's curriculum, not something that pulls them away from important lessons.

Our interventions are adult-led and delivered with fidelity meaning we follow the programme exactly as intended, so your child gets the best possible support.

We know how important it is for parents to feel confident in the support their child is receiving. Our targeted interventions are clear, focused and evidence informed.

Section 6: Specialist support

Specialist support is for children who need more than classroom strategies or short-term interventions. It often involves input from external professionals, personalised plans, and extra training for our staff.

All our staff, teachers, support staff, and leaders, receive regular training and CPD (Continuing Professional Development). This training helps us to:

- Understand specific needs like Autism, ADHD, or speech difficulties
- Use specialist strategies with confidence
- Respond effectively to emotional and behavioural needs

We work in partnership with a range of external professionals, including:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- Specialist Teachers
- CAMHS and other mental health services

These experts help us assess your child's needs and plan the best support.

All specialist support follows the Assess, Plan, Do, Review process (APDR). We assess your child's needs, often with expert input, we plan support strategies and share them with you, we do what's agreed, in the classroom and through extra sessions and we review regularly to check what's working and what needs adjusting

Our specialist support offer is all about teamwork. We listen to families, learn from experts, and tailor our support to give every child the best chance to thrive.

Section 7: Working in partnership with parents

At Gillingstool, we believe that working in partnership with parents is one of the most important ways we can support children with special educational needs. In this section, we will explain how we keep you informed, how we involve you in decisions, and what happens during support plan reviews.

We know how important it is for you to feel informed and included. That is why we make sure communication with parents is open, regular and two-way.

This might include:

- Catch-ups at the school gate
- Parent-teacher meetings
- Phone calls or emails
- More formal SEND meetings with the SENCO

We do not make decisions about your child without involving you. You are the expert on your child, and we value your insight.

We work together to:

- Identify your child's needs
- Set targets and agree next steps
- Choose the right type of support
- Review what is working and what needs to change

We want you to feel confident, listened to, and supported every step of the way.

If your child has a SEND support plan, we review it with you at least three times a year. These support plan reviews are an opportunity to:

- Celebrate progress
- Talk about what's working
- Update strategies or goals
- And agree on next steps — together

We believe that when schools and families work together, children do better. So, whether it is a quick chat or a more detailed review, our goal is always the same, to support your child in the best way possible.

Section 8: Transition arrangements

We know that change can be exciting but it can also feel a little overwhelming, especially for children. That is why we take care in planning transitions, whether it is starting school, moving up a year, or preparing for secondary.

Starting school is a big step, and we work closely with families and nurseries to make it a smooth one. Before starting in Reception, we visit children in their nursery settings, host stay-and-play sessions so children can get to know their classroom and teachers and offer home visits to talk about your child's interests and needs. In September Reception children have a gradual start, to help settle in their new setting.

At the end of each school year, we prepare children for their transition into their next class. This includes our 'shuffle up day' where children spend time in their new classroom with their new teacher.

For children who need extra transition support, we use social stories or transition booklets and provide opportunities for additional visits their new classroom and time to ask questions to the new teacher.

Handover meetings between staff also take place in order to share important information.

Transition to secondary school is one of the biggest changes in a child's school life. We support this transition by meeting with the new school's staff to pass on key information, organising extra visits or transition sessions for children with SEND or those who may find change challenging, talking to children about what to expect and answering their questions and working closely with families to make sure every child feels ready and confident.

Sometimes children join us partway through the year. Whether you are new to the area or switching schools, we will help your child settle in quickly. We will offer a tour of the school and classroom., buddy your child up with a friendly classmate, meet with you to understand your child's background and needs and regularly check in to make sure they are settling well.

Transitions can bring a mix of emotions, but with the right support, they become a positive and exciting experience. At Gillingstool, we are here to make every change feel safe, supportive, and successful for your child, and for you too.

Section 9: Raising a concern or question

If you ever have any concerns about your child's support, it is important to know who to talk to and what the process is.

Your first point of contact should always be your child's class teacher. They know your child best and can usually resolve most concerns quickly and informally.

If you feel the issue has not been resolved or relates specifically to special educational needs, you can also contact our SENCO who can offer further guidance and support.

If you are still concerned after speaking to staff, you have the right to make a formal complaint. Our school has a published Complaints Procedure that outlines exactly how we handle complaints step by step.

We take all concerns seriously, and we always want to work together in the best interest of your child. Whether it is a quick chat, a detailed discussion, or something more formal, please know that we are here to listen and help.

Section 10: Further information

The Local Offer is a website run by the Local Authority. It explains what support is available in the local area for children and young people with special educational needs or disabilities and for their families. It includes information about:

- Education
- Health services
- Family support
- Transport
- Specialist services

You can find the Local Offer on the South Glos LIFE website

<https://life.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer> or via our school website <https://www.gillingstool.org.uk/> where the link is provided in 'SEND' section.

Our school also has key policies that explain how we support children day to day.

These include:

- SEND Policy – how we identify needs and provide support
- Medical Policy – how we help children with health conditions or medication
- Behaviour Policy – how we promote positive behaviour and handle challenges fairly

You can find all these policies on our school website <https://www.gillingstool.org.uk/> .

We are also committed to making our school environment as accessible as possible for all pupils and families.

This includes:

- Physical access to buildings
- Adapting resources for children with sensory or physical needs
- Making written information available in different formats if needed
- Ensuring children with medical or mobility needs feel safe and included

Our Accessibility Plan is also available on the school website, and we are happy to discuss specific needs with you at any time.

Whether it is finding the right policy, exploring the Local Offer, or asking for support, we are here to help. If you ever have questions, do not hesitate to contact your child's teacher or our SENCO.

This reported is updated annually.