



Gunthorpe Church of England Primary School SEN information Report 2025-2026

SENDCO: Anna Owen

SEN Governor: Lesley Jeffery

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Local Offer Contribution: [Notts Help Yourself](#)

At Gunthorpe C of E Primary School, we strive to provide an inclusive environment for all. We want to ensure that all children, regardless of their Special Educational Needs or Disabilities (SEND), make the best possible progress in school and feel safe and valued. We aim to provide every child with a broad and balanced education. We embrace the fact that every child is unique and therefore, the educational needs of every child are different. There are a wide range of special educational needs for which children may need extra support, sometimes these needs are short term while others may continue through a child's school life. In our school, pupils will be provided with high quality teaching adapted to suit the diverse needs of all learners.

Definition of SEND

At Gunthorpe C of E School we use the definition for SEN and for disability from the SEND Code of Practice 2015. This states that:

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. "

"A child with a learning difficulty or disability has significantly greater difficulty in learning than the majority of others of the same age."

(P14-15: [Sen Code of Practice](#))

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Many children and young people who have SEN, may have a disability under the Equality Act 2010, that is:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

(Section 6: [Equality Act 2010](#))

The four broad areas of special educational needs are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Identifying children with SEND:

All children are regularly assessed, and progress is tracked and monitored. At Gunthorpe C of E school we use both formative and summative assessment. Each term, class teachers meet formally with the SENDCO and Head Teacher to discuss pupil progress. During these meetings, pupils may be identified for working below age related expectations or for not making as much progress as expected. Most pupils with additional needs can be identified through the process of ongoing assessment.

What should I do if I think my child has special educational needs?

If you feel that your child has special educational needs, please do talk to your child's class teacher in the first instance. The class teacher will then discuss any significant concerns with the school SENDCO.

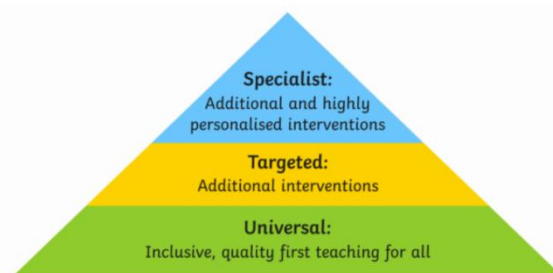
Provision for children with SEND

The provision for a child who has special educational needs may simply include more adaptations to quality first teaching, or it may require more targeted and specialist interventions.

The following 'Waves of Provision' diagram (right) shows how support and involvement is increased or decreased depending upon a child's needs based upon their attainment, our assessments and their needs shown within school.

Universal Support:

All pupils receive targeted classroom teaching known as 'Quality First Teaching'. Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted to enable all children to access their learning as independently as possible.



Examples of Universal Support:

- Visual timetables
- Sensory fidgets
- Reading texts altered
- Pre and post teaching
- Instructions broken down into small steps
- Use of additional visuals for memory support
- Range of multi-sensory approaches
- Additional processing time
- Writing frames
- Adaptions to environment for sensory issues
- Adaptions to seating
- Movement and sensory breaks
- Individual reward chart
- Opportunities for more practical activities
- Use of concrete apparatus
- PSHE activities
- Restorative justice approaches

Targeted Support:

Some pupils may need specific 'targeted' support. This may be delivered in the classroom or in the learning support area. It may be delivered by teachers or teaching assistants in small groups or one to one.

Targeted (intervention) support is planned by the class teacher. Targeted support is recorded using the school's intervention record. Intervention records are used to support class teachers and the SENDCO in monitoring and evaluating the effectiveness of a given intervention.

Examples of targeted/intervention support:

- SNIP spelling
- Complete Comprehension
- Wildcats Comprehension
- Phonics
- Teacher planned interventions which include writing and maths.
- Colourful semantics
- Precision teaching

To support Social, Emotional and Mental Health needs, the school has a staff member who has had emotional coaching training and can work directly with our children.

Targeted intervention is offered to any pupil who may need additional support. They do not need to be on the school's SEN register to access additional intervention support.

Intervention support is reviewed half termly. They aim to be time-limited to support a gap in a child's learning.

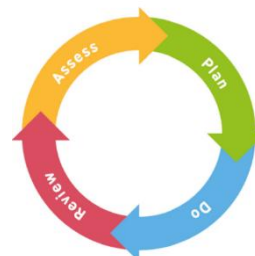
Specialist Support:

Some pupils may require specialist support. This is accessed via the Nottinghamshire Local Authority Inclusion Support Services or through referral to the relevant service within Nottinghamshire Healthcare.

SEND Register

Where it is determined that a pupil does have SEND, parents will be formally advised of this by the class teacher and the child will be added to the school's SEND register. A child may be removed from the SEND register as progress is achieved. It is designed to be a flexible process.

We follow the Assess, Plan, Do, Review Graduated Response at Gunthorpe C of E Primary School. Pupils identified as having SEND, on the SEND register, may be given a Personal Support Plan (PSP). Targets on the PSP are set and formally reviewed with parents and pupils, three times annually. The review of targets allows teachers, parents, and the school SENDCO to assess the effectiveness of its provision. It may be necessary for a PSP to be reviewed more regularly. This will be discussed with individual parents.



Some pupils with significant SEND may have an EHC plan. This plan is formally reviewed annually with parents, the class teacher, SENDCO and any additional outside agencies working with the child.

In addition to formal reviews, pupil progress at Gunthorpe C of E Primary school is continually monitored by class teachers through informal observations and the marking of pupils' class work. At the end of each term, assessments take place and pupil data is tracked to monitor progress. For some pupils, working significantly below the expected level for their age, alternative assessments, such as B Squared, may be used which will monitor smaller, but significant steps of progress.

EHCP

If a child has complex needs, they may undergo the Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. From the Statutory Assessment Process the decision will be made as to whether an EHCP is required. The decision will be made by a group of specialists from education, health, and social care.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment or EHCP. The application for an EHCP will combine information from a variety of sources including:

- *Parents/carers*
- *The child*
- *Teachers*
- *SENDCO*
- *Social Care*
- *Health professionals*

Further information about EHC Plans can found via the SEND Local Offer. If you feel your child requires an EHCP, please discuss this with the SENDCO.

Additional Funding

A very small number of children who have complex needs, will require the school to request support from the local authority with additional funding to provide a 1:1 teaching assistant or intensive support. School can apply to the Family SENDCO and the Local authority for:

1. *AFN funding (Additional Family Need). The SENDCO has to put in a bid to the family of schools to access this funding and it is moderated and decided by a panel led by the Family SENDCO.*
2. *HLN funding (Higher Level Need). Occasionally a child may have very complex or more severe needs which require more consistent, full-time adult support to access the curriculum. This funding has to be applied for through the Local Authority. A panel of professionals moderate the bid and decided if it meets threshold.*

What specialist services and expertise are available at Gunthorpe CE School?

Within school itself, we have high-quality teaching and support staff.

We have staff members with recent training in:

- *Autism*
- *Behaviour management*
- *Sensory processing*
- *Executive Functioning*
- *Supporting neurodiverse children*
- *Dyslexia*
- *ADHD and trauma*

We work closely with external specialists who can help and guide us so that we deliver the best support for a child with special educational needs. If required, we are able to request support from other specialist agencies usually via a Springboard Panel which are held termly.

The school has been partially adapted to accommodate children with a physical disability.

Transition Process

Transition into school, between classes and onto the next school is carefully managed by all the staff. At the end of each year, the class teachers hold meetings with the children's new teachers. Class teachers pass on all relevant information regarding children including details of any interventions and/or special educational needs. Pupils also attend two transition sessions before the end of the academic year to meet their new teachers and/or class.

When a child transitions to a new school, including at key stage three, all relevant information is shared. Additional transition sessions can also be arranged for pupils with SEN to familiarise themselves with the setting and to meet key staff. Transition forms are completed by the SENDCO, and Class Teacher and relevant documentation is transferred indicating a child's needs and placement on the SEND register, relevant assessments and nature of current support.

When a child joins Gunthorpe C of E school from a nursery provider or another school, any SEND records will be transferred to us. We will liaise with the SENDCO of the previous setting to gather any further information required, as well as liaising with any external professionals that may be working with a child.

Role of the Governors in SEND

The school Governors ensure the ongoing achievement and success of pupils with SEND. The SEND Governor (Lesley Jeffery) is the Governing Body's champion for learners with SEND. The Governors support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

Complaints Procedure

If a parent/carer has any concerns or complaints regarding SEND, they should talk to their child's class teacher in the first instance. If a complaint is not resolved, they should make an appointment to meet with the school SENDCO, Mrs Owen. Mrs Owen will try to resolve any difficulties and also be able to advise on formal procedures for complaint.

The head teacher and senior leadership team will aim to resolve any complaints as soon as possible. The school complaints policy is on the school website or available on request from the school office.

The Local Offer

The information in this report outlines the local offer at Gunthorpe C of E primary School, however details of the local offer provided by Nottinghamshire County Council can be found on their website: [Notts Help Yourself](#)

Useful information.

SEND Policy – This can be accessed via the school website.

Review Date: September 2026