



Special Educational Needs Policy

&

Information Report



Approved by:

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by:

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1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or physical disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Gastrells Primary School fully recognises its responsibility in providing equality of opportunity for all of its pupils irrespective of their ability, gender, race, creed, physical ability or social circumstances. This is clearly set out in the School's Equality and Diversity Policy, which underpins and informs the school's approach to any type of discrimination.

This SEND policy deals with the specific duties outlined in the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice (July 2014), together with the Equality Act 2010. to prevent discrimination against disabled people in their access to education.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning need, difficulty or disability which calls for special educational provision to be made for them.

They have learning difficulties or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, and/or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools, and/or
- Are higher achieving children who require additional provision (see Appendix 1).

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Special Educational Needs and Disabilities Co-ordinator) (SENCo)

The SENCo is Fiona Radway fradway@gastrells.gloucs.sch.uk

Please make an appointment with the School Office (01453 765959) if you wish to speak with the SENCo.

The SENCo is responsible for:

- Working with the head teacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care (EHC) plans
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEN support, and the need for early intervention
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date

4.2 The SEN Governor

The SEN Lead Governor is Joy Price-Bish who can be contacted via the School Office.

The SEN Governor is responsible for:

- Helping to raise awareness of SEN issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and updating the governing board on this
- Working with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Providing Annual Report to the Board of Governors on SEN-related issues

4.3 The Headteacher

The Headteacher is responsible for:

- Working with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Having overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of the child's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

An update on the progress and attainment of children with SEND is provided within the HeadTeacher's Report to the bi-monthly meetings of the Governing Body. An Academic review will also be presented to the Governing Body by the SEND Governor on a termly basis. The individual progress of children with SENs or an EHCP is reviewed on a case-by-case basis, as outlined within the SEN requirement, but a full review of each child is undertaken on an annual basis.

4.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition to secondary school ensures all pupils have an induction session at their new school and where possible, additional sessions to familiarize the setting with the individual pupil.

4.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Little Wandle
- Spelling, Punctuation and Grammar
- Dyslexia
- Early Literacy Support
- Dancing Bears
- Toe by Toe
- Better Reading
- Fine Motor - Handwriting
- Social Skills
- Gross Motor
- Fizzy
- Relax Kids
- Reflexology
- Balance ability
- Therapeutic Story writing
- Social Emotional Aspects of Learning
- Nurture Group
- ELSA

4.8 The curriculum is designed to be fully inclusive for our children with SEND, considering intent, implementation and impact for all. In some case this may mean adaptations to the curriculum and learning environment need to be made.

We make the following changes to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

4.9 Additional support for learning

We have a proportionately large number of teaching assistants who are trained to deliver interventions. Teaching assistants will support pupils on a 1:1 or group basis as required.

We work with the outside agencies to provide support for pupils with SEN including:

- Social Services
- Behavioral Support Team
- Early Help
- Advisory Teaching Service
- R & A team
- Educational Phycologist

- Medical Professionals
- Speech & Language
- Educational Psychologists
- Children Young People's Service

4.10 Children with Higher Ability

We will recognize children who have a higher or exceptional ability in one or more aspects of the curriculum. We will support their area of expertise to enable them to reach their potential as outlined at Appendix 1.

4.11 Expertise and training of staff

Our SENCO has extensive experience in this role

They are allocated time each week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, all staff have had Continued Professional Development training.

We use specialist staff for relevant interventions e.g. Reflexology

4.12 Securing equipment and facilities

Children's additional needs are identified and addressed through My Plan, My Plan + and EHCPs. These may include specialist equipment and facilities which will be sourced in line with guidance from professionals.

4.13 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

4.14 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extracurricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

4.15 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils complete a questionnaire each year
- All parents complete a questionnaire each year
- We identify children who need additional support in several ways including informal and formal methods (including Boxall profile)
- All pupils are encouraged to stand for school council
- 'Pupil Voice' is recorded as required and at least twice a year We have a zero-tolerance approach to bullying.

4.16 Working with other agencies

We work with the outside agencies to provide support for pupils with SEN including (but not exclusive to):

- Social Services
- Behavioral Support Team
- Early Help
- ATS
- R & A team
- EP
- ATS
- Medical Professionals
- Speech & Language
- Educational Psychologists
- CYPS

4.17 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

4.18 Contact details of support services for parents of pupils with SEN

http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2_3

4.19 Contact details for raising concerns

Headteacher; Gary Price Executive Interim Head
head@gastrells.glos.sch.uk

Safeguarding Governor; Tanya Phelps
tphelps@gastrells.glos.sch.uk

4.20 The local authority local offer

Our contribution to the local offer is: [Special Educational Needs – Gastrells Primary School Gloucestershire](#) Our local authority's local offer is published here: [Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)

5. Monitoring arrangements

This policy and information report will be reviewed every year by the SENCo and Headteacher and Standards Committee followed by deliberation and approval by the Full Governing Board. It will also be updated if any changes to the information are made during the year.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy

Appendix 1

Rationale for higher ability children.

Our school aims state that we:

- *help our pupils to develop their skills and abilities, intellectually, emotionally and socially.*
- *provide teaching which makes learning challenging, engaging and enables pupils to reach their potential*

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunities for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students

- Greater enterprise, self-reliance and independence for all students

To achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

We also recognise that those pupils who are higher attaining do not always show their ability.

Identification

Higher attaining students are identified by making a judgement based on an analysis of various sources of information including:

Test scores (end of key stage levels; assessment scores)

- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Predicted test/ examination results
- Reading ages

Organisational and In-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of more able pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for more able pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities.

Co-ordination and monitoring

The SENCo has overall responsibility for:

- ensuring that the policy is implemented
- coordinating the monitoring of progress
- ensuring that the professional development program includes relevant

aspects of higher achievers provision.

Information Report

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for, SEND, read our SEND policy.

You can find it on our website www.gastrellsprimaryschool.co.uk

You can ask a member of staff to make you a copy of the policy.

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

The SEND team is led by the SENCo Fiona Radway who has 14 years of experience in this role and in total 26 as a qualified teacher.

The SENCo has allocated time each week to manage SEN Provision

email fradway@gastrells.gloucs.sch.uk School number 01453 765959

The SENCo is supported by the assistant SENCo Helen Evans

Head Teacher email head@gastrells.gloucs.sch.uk School number 01453 765959.

Our Assistant SENCO is Helen Evans. Helen has recently joined the SEN team and brings with her six years of teaching experience. She is currently completing the National Professional Qualification in SEND.

All teachers receive regular in-house SEN training and are supported by the SENCO to meet the needs of pupils with SEND. SEND is also a standing item on the agenda for every staff meeting.

Teaching assistants (TAs)

We have a team of 21 full and part-time TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. The Communication Interaction Centre have a qualified teacher as lead and 3 TAs.

Our teaching assistants are trained to deliver interventions such as

Little Wandle Phonics and interventions

Can do maths

Letter join – handwriting

Nurture/ELSA, Drawing and Reading Therapy

Lego Therapy

Toe by Toe

In the last year Teaching Assistants have had focused training in phonics Little Wandle keep-up/SEND programmes.

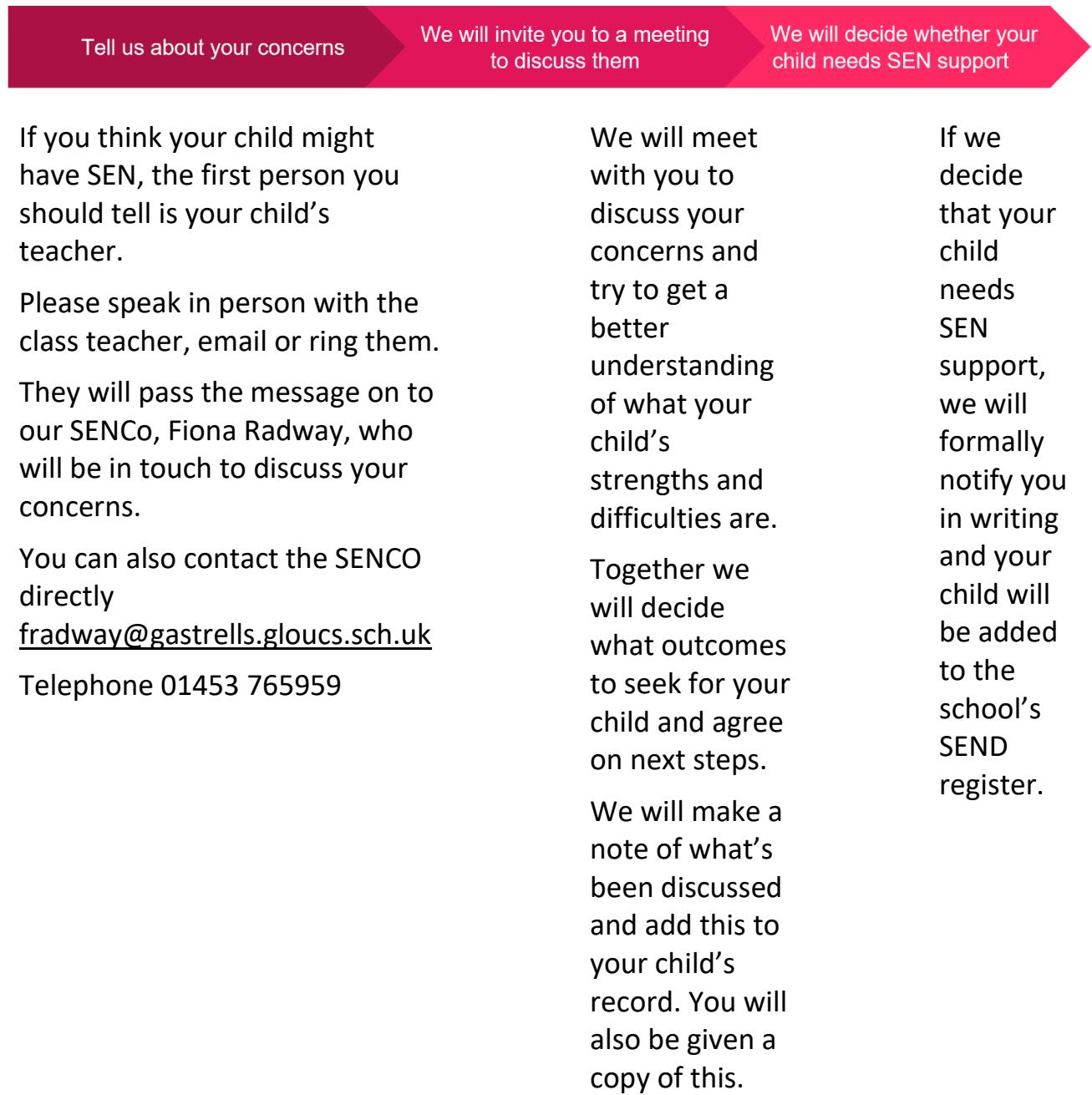
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists

- Occupational therapists
- GPs or paediatrician
- School nurses
- The Inclusion Team
- Therapists/counsellors
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services such as Advisory Teachers
- Voluntary sector organisations

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



4. How will the school know if my child needs SEN support?

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 schoolwork or socially. This might include, for example, phonics, reading, writing, number work communication, socializing.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

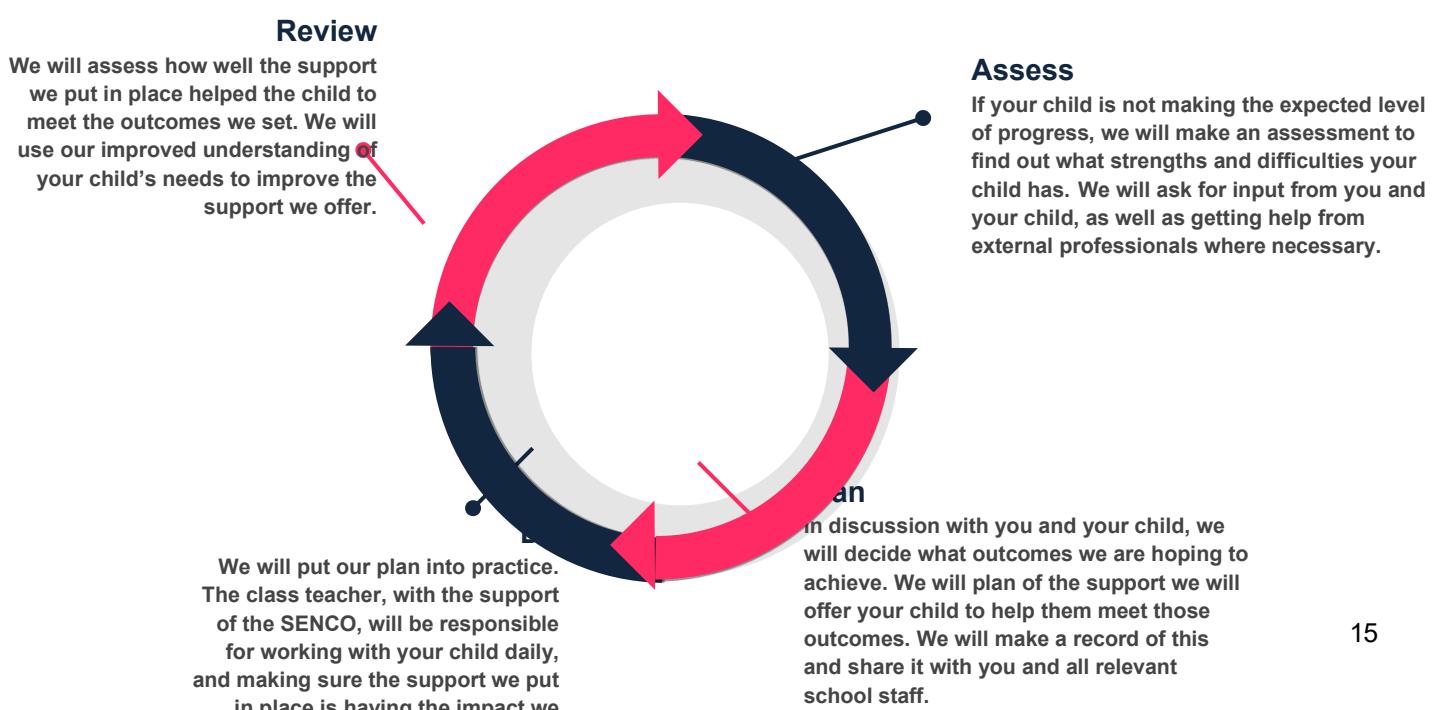
Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress

Your child's class teacher will meet you, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENCo Fiona Radway fradway@gastrells.glos.sch.uk

Telephone 01453 765959

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- By writing, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate and adapt how we teach to suit the way the pupil works best. There is no '1 size fit all' approach to adapting the curriculum, we make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will work with pupils on a 1-to-1 basis when this is the assessed as the most appropriate support
- Teaching assistants will support pupils in small groups when differentiation and adaptation need further support

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Chunking Smart targets
	Speech and language difficulties	Speech and language therapy Talk Boost
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Standing desk Adapted pencils Word/topic banks Number grids Chunking Smart Targets
	Moderate learning difficulties	
	Severe learning difficulties	
	ADHD, ADD	Quiet workstation

Social, emotional and mental health	Adverse childhood experiences and/or mental health issues	Nurture groups Elsa, Bam and Gam Drawing and talking
Sensory and/or physical	<p>Hearing impairment</p> <p>Visual impairment</p> <p>Multi-sensory impairment</p> <p>Physical impairment</p>	<p>Hearing loops Adapted equipment where possible Noise reducing 'clouds'</p> <p>Limit visual stimulus Coloured overlays and books Visual stress assessments</p> <p>Access to sensory room Quiet spaces Fidgets Movement breaks</p> <p>Access to lift between floors Adapted P.E. equipment e.g. balls with sound inside</p>

These interventions are part of our contribution to Gloucestershire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each short term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips

All pupils are encouraged to take part in all events and the curriculum

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Gastrells follow the local admissions procedure as we are a community primary school

Gastrells has an Equality Information and Objectives Policy and a Disability Access Policy.

Please see the school website for full details of these policies

13. How does the school support pupils with disabilities?

Gastrells Primary School has an accessibility plan which includes the facilities we provide to help disabled pupils access our school and how disabled pupils can participate in the curriculum.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and ECO council
- Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by all children having a named adult they can talk with
- We run a nurture/ELSA club for pupils who need extra support with social or emotional development as well as a Boy's Advocacy Club and a Girls' Advocacy Club
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through our PSHE curriculum which is 'SCARF' and in all that we do to recognise cultural diversity and cultural capital.
- Mental Health leadership qualifications are held by the Head Teacher, Kate Merriman and the SENDCo, Fiona Radway. Staff have had mental health training.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

- Liaise with parents and children (pupil voice) of how to best support the child's additional needs

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Gastrells have staff trained in 'Moving on Moving Up' and this is implemented more specifically for those with additional needs

16. What support is in place for looked-after and previously looked-after children with SEN?

Fiona Radway is the Designated Teacher who will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported as other children who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Discussions around SEN provision in our school should be made initially with the class teacher, SENDCo or Head Teacher. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. <https://www.glosfamiliesdirectory.org.uk>

18. What support is available for me and my family?

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.

<https://www.glosfamiliesdirectory.org.uk/localoffer>

To see what support is available to you locally, have a look at local offer. Gloucestershire County Council publishes information about the local offer on their website www.glosfamiliesdirectory.org.uk/localoffer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: Local charities that offer information and support to families of children with SEN are:

National charities that offer information and support to families of children with SEN are www.sendiassglos.org.uk/support-

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.