

Gamston St Peter's CofE Primary School

SEND Information Report 2025 – 2026

1. What kinds of special educational needs does the school make provision for?

Gamston St Peter's CofE Primary School is an inclusive mainstream primary school where the whole child is valued, supported and encouraged in a secure and happy environment. Our vision is to embody the essence of our Christian faith by creating a supportive environment where every pupil is encouraged and inspired to "Be the best you can be" and "Shine like lights in the world" (Philippians 2:15). Through a comprehensive approach that develops the Heads (cognitive skills), Hearts (emotional and spiritual growth), and Hands (practical application), we promote kindness, resilience, and hope. Our commitment to inclusive education empowers all pupils to thrive academically, socially, and spiritually, ensuring that our school remains a beacon of light and love in the community.

Our school community is underpinned by Christian values. We uphold the values of Kindness – fostering a supportive and compassionate environment where everyone feels valued and respected; Resilience – encouraging our pupils to face challenges with determination and a positive mindset; and Hope – inspiring a sense of optimism and belief in the potential for growth and success in every individual. Our relationships with the children provide positive role models based on mutual respect, support and trust. Our school has a very positive "can-do" culture where praise and encouragement prevail and children achieve, striving to be the best they can be.

We hold high aspirations for every child, including those with SEND. Our goal is not simply to manage need, but to close gaps, build independence and prepare every child to flourish in life. We offer the National Curriculum with varying levels of adaptation and support dependent on a child's needs. We strive to offer a positive and engaging learning environment and actively reduce barriers to learning.

We are able to offer provision for a range of needs:

- communication and interaction needs
- cognition and learning needs
- social, emotional and mental health needs
- sensory and physical needs

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Children with SEND are identified as early as possible at Gamston St Peter's CofE Primary School. Initial identification is often through school staff observations or concerns raised by parents/carers. Concerns may centre around behaviour, progress compared to age related expectations and against their peers, or presenting characteristics of specific types of SEND.

Children's progress and attainment is monitored from baseline data, enabling school staff to monitor each child's progress in relation to individual targets set. The Head and the SENDCo, along with teaching staff monitor pupil data through regular Pupil Progress meetings to identify children who may not have made the expected progress.

We use a Graduated Approach to support all children with SEND. This means we work through a cycle of Assess, Plan, Do, Review (APDR) to continually evaluate the effectiveness of support and adapt provision to meet each child's individual needs. In-class enablement or classroom adaptations will first be made to support learning, for example

scaffolded curriculum, visual timetable, sensory fiddle toys to support regulation etc. If a child does not make expected progress, then targeted SEN support such as personalised interventions may be offered. Some children with the highest levels of needs may access or refer to provision from external services. The SENDCo maintains a register of pupils who require additional support and tailors' provision accordingly, in conjunction with staff, parents and the child.

For children with the most significant and complex needs, the school may request a statutory Education, Health and Care (EHC) needs assessment from Nottinghamshire County Council. An EHC plan brings together education, health and social care support into a single legally binding document. The school plays an active role in annual EHC plan reviews for any children who hold a plan. If you would like to know more about EHC plans, please speak to Miss Zoe Palmer (SENDCo) or visit the Nottinghamshire SEND Local Offer at www.nottinghamshire.sendlocaloffer.org.uk.

We operate an open door policy. If you have concerns, please do talk with your child's teacher, the SENDCo or the Head Teacher. We are usually available at the beginning and end of the school day, and longer appointments can be made at your convenience.

Free, impartial and confidential advice is also available to all parents and carers through Ask Us Nottinghamshire – the Nottingham and Nottinghamshire SENDIASS (SEND Information, Advice and Support Service). They can support with understanding your rights, attending school meetings, requesting EHC assessments and much more. You can contact them at www.askusnotts.org.uk.

3a. How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

The SENDCo maintains a register of pupils who require additional support to monitor and tailor provision accordingly, in conjunction with staff, parents and the child. Pupil Progress data is monitored by the Senior Head Teacher, including the SENDCo, along with teaching staff to determine if children are making expected progress towards their targets. Assessment for Learning identifies progress in daily work and additional SEN provision is monitored against success criteria throughout the Graduated Approach cycle and adapted accordingly. Weekly staff meetings and briefings offer opportunities to identify, discuss and review SEND provision and its impact. The school evaluates the quality of its SEND provision against the outcomes it achieves for pupils – not just the processes it follows.

3b. How will both the school and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Children are at the centre of everything we do at Gamston St Peter's CofE Primary School. In line with our vision to help every child be the best they can be, staff have high expectations for all learners. Assessment for learning takes place daily in lessons to enable children to make progress. Children also have tests throughout the year to assess progress. In addition, if your child has a personalised intervention, a cycle of Assess, Plan, Do, Review will run to determine whether the intervention is making a positive difference. Pupil Progress data is monitored by the Head Teacher, including the SENDCo, along with teaching staff to determine if children are making expected progress towards their targets.

Comments in reading diaries, homework books or an informal conversation before or after school with the teacher ensures regular contact. Pupil progress is also shared with parents during termly Structured Conversations with parents and the pupil. Parents receive an annual written report at the end of the school year.

At the end of Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs).

3c. What is the school's approach to teaching pupils with special educational needs?

Gamston St Peter's CofE Primary School is an inclusive school where opportunity and access to appropriate learning is imperative. All pupils have the right to a rich, broad and high quality education regardless of gender, disability, race, culture or age. Our starting point is high quality, adaptive teaching for all – where teachers continuously adjust their approach in response to pupils' needs and use a range of strategies to remove barriers to learning. Through the Graduated Approach, in-class enablement or classroom adaptations will be made to support learning, for example a scaffolded curriculum, visual timetable, visual prompts, sensory fiddle toys to support regulation etc. If a child does not make expected progress with these adaptations in the classroom, then targeted SEN support such as personalised interventions may be offered. Examples of interventions include Toe by Toe, Five Minute Box, Daily Little Wandle Catch up, Little Wandle Rapid Catch Up, social stories and ELSA support. The effectiveness of all interventions is assessed through the Assess, Plan, Do, Review cycle. Some children with the highest levels of needs may access or refer to provision from external services. The school seeks advice from a variety of specialists including Educational Psychology Services, Speech and Language Therapy, Healthy Family Team, Schools and Families Specialist Services, Child and Adolescent Mental Health Service (CAMHS), Sherwood Area Partnership, BPBP Behaviour Partnership, and Integrated Children's Disability Service.

3d. How will the curriculum and learning be matched to my child's needs?

Each teacher ensures curriculum and learning is optimised to the needs of the children through appropriate adaptive teaching and differentiation. Areas of strengths and needs will be considered for a child with special educational needs. A child's support plan will include information about how best to support them, through discussion with the teacher, parents and the child, reflecting our school's ethos of developing the whole child – Head, Heart and Hands. Through the Graduated Approach, in-class enablement or classroom adaptations will be made to support learning, for example working memory prompts, a scaffolded curriculum, visual timetable, visual prompts, sensory fiddle toys to support regulation etc. Children will learn work suited to their attainment level, to ensure gaps in learning are addressed and to promote independence, a growth mindset, resilience and hope – the values at the heart of Gamston St Peter's. Pupil Progress reviews and Structured Conversations will assist in identifying what is working and what could be adapted for each child, ensuring a personalised learning pathway.

3e. How are decisions made about the type and amount of support my child will receive?

Decisions about the types and amount of support a child needs will be based on their progress and how we can best meet their identified needs at school. Children who make good progress will access learning with lower levels of support than children who make less than expected progress. Support can vary from individual support in lesson, in a small group or through one to one intervention. The school will always work in partnership with parents to ensure they are aware of learning needs and the support being offered. If school seeks support from other services, parents will always be consulted and permission sought.

3f. How will my child be included in activities outside the classroom, including school trips?

Gamston St Peter's CofE Primary School endeavours to provide opportunities for all children to benefit from education outside of the classroom, including school trips, residential trips (KS2) and after school clubs. We believe every child should have the opportunity to shine and experience a diverse range of enriching experiences. Prior to any off-site trips, a pre-visit is made by staff and a risk assessment is conducted, which takes into account the needs of children with SEND. The risk assessment is approached via Nottinghamshire County Council Evolve. Parents may be consulted to consider additional support that may be

required to support full inclusion. Under the Equality Act 2010, we will not treat disabled pupils less favourably in respect of access to off-site activities and will make reasonable adjustments to ensure inclusion.

3g. What support will there be for my child's overall well-being?

The social and emotional wellbeing of our children is of the utmost priority at Gamston St Peter's CofE Primary School and is embedded in our Christian school ethos. Spiritual wellbeing, growth and understanding is promoted through spiritual exploration and a nurturing environment, in line with our vision to develop the Hearts of all our children. Through PSHE lessons and collective worship, and throughout opportunities in the school day, we promote positive relationships, growth mindset, self-esteem, teamwork and co-operation within the curriculum – guided by our core values of Kindness, Resilience and Hope. At school, we have staff trained as Mental Health Ambassadors and Emotional Literacy Support Assistants (ELSA), and are able to provide wellbeing support. Where a specific plan is put in place to support a child's wellbeing, including referral to other services such as the Healthy Families Team or CAMHS, parents will be consulted and permission sought. The School Council promotes positive mental health through highlighting Children's Mental Health Week, Be Yourself Day and Anti-bullying Week, as examples, and proactive action such as lunchtime play buddies.

4. Who is the school's special educational needs co-ordinator (SENDCo) and what are their contact details?

The SENDCo is Miss Zoe Palmer. Miss Palmer is currently working towards the National Professional Qualification for SENCOs (NPQ for SENCOs), which is the mandatory qualification for SENDCos introduced from September 2024 under the Special Educational Needs and Disability (Amendment) Regulations 2024.

The Head Teacher is Mr Chris Edwards. Both Miss Palmer and Mr Edwards can be contacted via the school office on 01777 838631 or by emailing office@gamston.snmat.org.uk. Appointments can also be made by calling into the school office.

5a. What training have staff supporting special educational needs had and what is planned?

Our SENDCo is Miss Zoe Palmer, who is currently undertaking the National Professional Qualification for SENCOs (NPQ for SENCOs) – the mandatory qualification for SENCOs in maintained schools and academies, as required by the Special Educational Needs and Disability (Amendment) Regulations 2024.

All staff access training to support specific needs as appropriate. Staff attend up to date SEND courses, for example on dyslexia, Trauma and Attachment, ACEs, proprioceptive needs, and maths / literacy interventions, when it is appropriate to supporting children in their classes. Staff training includes, for example: Mental Health Ambassador training, ELSA emotional literacy training, precision teaching, Mastery in Maths, CPA approaches in Maths, Safeguarding, Paediatric and Workplace First Aid. The school is committed to ensuring that all staff have access to relevant, high quality SEND CPD that directly improves outcomes and inclusion for pupils.

5b. What specialist services and expertise are available or accessed by the school?

Gamston St Peter's CofE Primary School works with a range of external support services to support children with SEND and to enhance inclusion. The school is proactive in building working relationships and seeking professional advice from other professionals in the identification, assessment and provision of support for children with SEND. Services that can be accessed include:

- Healthy Families Team and Community Paediatricians
- Social Services
- Education Psychology Service
- Local Authority advisors including Early Years, Cognition and Learning, Communication and Interaction, Visual Impairment and Hearing Impairment, and the Sherwood Area Partnership
- Therapists including Speech and Language Therapy, Occupational Therapy, Physiotherapy and Physical Disabilities Service
- Bassetlaw Primary Behaviour Partnership (BPBP)
- Child and Adolescent Mental Health Service (CAMHS)

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

The main school building and the Foundation Stage Unit are accessible and both have an accessible disabled toilet. We have a designated parking space in the car park. We make every effort to make equipment and activities accessible to all children and will take advice from specialist services to improve accessibility as appropriate. Equipment required can be sought and loaned or purchased as required, making reasonable adjustments to support accessibility.

During statutory assessment, an application is made for pupils with specific needs to receive support with, for example, increased size of print, additional time or readers where permitted.

In accordance with the Equality Act 2010, Gamston St Peter's CofE Primary School does not and will not treat disabled pupils less favourably than other pupils. Our admissions process is inclusive and non-discriminatory. We make reasonable adjustments to ensure that disabled pupils are not put at a substantial disadvantage compared to non-disabled peers.

The school maintains a written Accessibility Plan in compliance with Schedule 10 of the Equality Act 2010, which sets out how we will improve access to the curriculum, the physical environment and written information for disabled pupils over time. This plan is reviewed every three years and is available on the school website or upon request from the school office.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?

Parents and carers are welcome to contact teachers at any time to discuss how your child is progressing. We can offer advice to support you at home. Parental involvement is greatly valued at Gamston St Peter's CofE Primary School – parents are an essential part of our school family and we strive to ensure all parents feel welcome and their opinions are heard. Pupil progress and support provided is monitored termly and reported to parents during Structured Conversations. Parents receive an annual written report at the end of the school year. Where a child has a support plan, this is developed in partnership with the child, their parents and their teacher, and reviewed regularly. If the school seeks support from other agencies, parents will always be consulted and permission sought beforehand.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Children, parents/carers and teachers are involved together in forming a support plan that highlights a child's strengths and needs and is personalised to the individual. Children's

opinions are highly valued and their hopes and goals are central to the support plan. Children are also involved in the termly Structured Conversation and are consulted on their views of targets set. Pupil views are also gathered through the school council, wellbeing council and questionnaires. For children with an EHC plan, the child's voice is an essential component of the annual review process.

9. What do I do if I have a concern or complaint about the SEND provision made by the school?

Parent involvement is very important to us and we want to work together to ensure the best outcomes for your child. If you have any worries or concerns about the SEND provision made for your child, please follow these steps:

- In the first instance, speak to your child's class teacher.
- If you remain concerned, contact Miss Zoe Palmer (SENDCo) to discuss the matter further.
- If your concern is still unresolved, please raise it with Mr Chris Edwards (Head Teacher).
- If your concern remains unresolved after speaking with the Head Teacher, you should follow the school's formal Complaints Policy, which is available on the school website.

At any stage, you are also entitled to access free, impartial and confidential advice from Ask Us Nottinghamshire – the Nottinghamshire SENDIASS (SEND Information, Advice and Support Service). They can help you understand your rights, prepare for meetings and support you through any concerns or disagreements. You can contact them at www.askusnotts.org.uk.

If a disagreement cannot be resolved through the complaints procedure, parents and carers also have the right to access independent disagreement resolution services and, where an EHC plan is involved, to appeal to the SEND Tribunal (SENDIST). Ask Us Nottinghamshire can advise you further on these options.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The school governors have responsibility for ensuring the quality of SEND provision across the school. The designated governor for SEND holds regular meetings with the SENDCo to ensure that all pupils with SEND make good progress and that the school is meeting its statutory duties. Gamston St Peter's CofE Primary School is part of the Diocese of Southwell and Nottingham Multi-Academy Trust (SNMAT), which supports schools in developing an ethos and learning environment based on Christian values and principles. The school works in partnership with Nottinghamshire County Council, health and social care services, and a range of voluntary organisations to ensure a holistic approach to supporting pupils with SEND and their families.

11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

Gamston St Peter's CofE Primary School works proactively with a range of external support services to support children with SEND and to enhance inclusion. The school is part of a

family of primary schools that feed into Tuxford Academy, and regularly participates in collaborative meetings with other services to share expertise and improve provision.

Services that can be accessed include:

- Healthy Families Team and Community Paediatricians
- Social Services
- Education Psychology Service
- Local Authority advisors including Early Years, Cognition and Learning, Communication and Interaction, Visual Impairment and Hearing Impairment, and the Sherwood Area Partnership
- Therapists including Speech and Language Therapy, Occupational Therapy, Physiotherapy and Physical Disabilities Service
- Bassetlaw Primary Behaviour Partnership (BPBP)
- Child and Adolescent Mental Health Service (CAMHS)

Free, impartial support for families is also available through Ask Us Nottinghamshire (Nottinghamshire SENDIASS) at www.askusnotts.org.uk. They support parents, carers, children and young people aged 0–25 with SEND across all areas of education, health and social care.

The Nottinghamshire SEND Local Offer highlights opportunities for children who have additional needs to engage in a broad range of activities, from cinema screenings for children with specific needs, to evening clubs like cubs/scouts or brownies/guides, to specific events offered during school holidays. The SEND Local Offer can be accessed at:

www.nottinghamshire.sendlocaloffer.org.uk

www.nottshelpyourself.org.uk

12. How will the school prepare my child to:

i) Join the school?

All new families are invited to meet with Mr Chris Edwards (Head Teacher) and have a tour of the school. There will be opportunities for you and your child to visit the school prior to joining; the number of visits, their frequency and duration will be dependent upon the needs of the child. We recognise that transition can be particularly challenging for a child with SEND and we will adapt arrangements to make transition as smooth and positive as possible. Staff will liaise with a child's previous setting, such as pre-school, Early Years or a nursery setting, to collect relevant information and understand the routines and strategies that support the child.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

Gamston St Peter's CofE Primary School is a feeder primary school to Tuxford Academy secondary school. Transition arrangements are carefully considered on an individual basis. Support may include:

- Early discussions regarding transition needs for children with SEND during structured conversations
- Planning on an individual basis for additional transition arrangements, over and above the standard transition programme
- Arrangements for extra visits to the secondary school
- Inclusion in transition days in the Summer term, arranged for all children
- Secondary school staff visiting Gamston St Peter's CofE Primary School
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iii) Prepare for adulthood and independent living?

Children are supported to develop life skills through PSHE lessons, collective worship and our Christian ethos and values. Life skills and cultural capital are promoted at Gamston St Peter's CofE Primary School including resilience and ambition, emotional regulation, cooperation and collaboration, effective communication skills such as listening and leadership skills, goal setting and decision making, and imagination and asking questions. Through developing the Heads, Hearts and Hands of every child, we prepare pupils to shine as lights in the world and to be the best they can be throughout their lives. For children with an EHC plan, preparation for adulthood is discussed as a formal strand of the annual review process from Year 9 onwards (or earlier where appropriate).

13. Where can I access further information?

The school's SEND Policy and further information linked to specific areas of need are available to read on our school website at www.gamstonschool.co.uk. You can also find details of our Accessibility Plan on the school website.

For further support or to discuss your child's needs, please contact Miss Zoe Palmer (SENDCo) or Mr Chris Edwards (Head Teacher) via the school office on 01777 838631 or email office@gamston.snmat.org.uk.

Additional support and information is also available from:

- Ask Us Nottinghamshire (SENDIASS): www.askusnotts.org.uk
- Nottinghamshire SEND Local Offer: www.nottinghamshire.sendlocaloffer.org.uk
- Notts Help Yourself: www.nottshelpyourself.org.uk