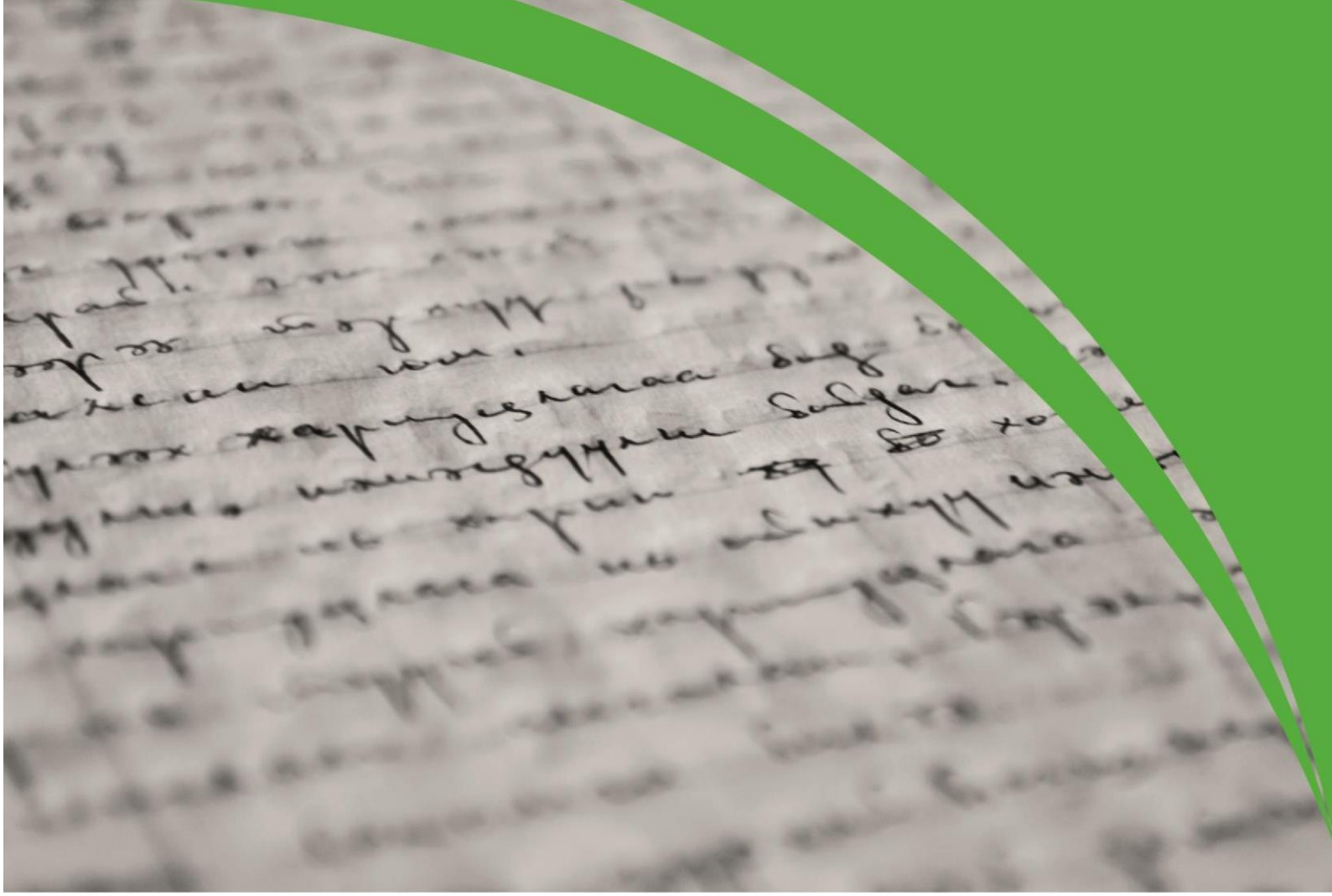


Special Educational Needs and Disabilities (SEND)

Information Report

Key Document Details

School Name:	Gagle Brook Primary School		
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Author:	Mo McDonald	Interim review date	September 2027
Owner:	Mo McDonald	Next review date:	September 2028
Approved by:	Iain Horner		

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 SEND support works in our school.

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

You can find it on our website https://www.gaglebrook.org.uk/

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 SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	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 hyperactive 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

Our SENCO is Mo McDonald and her contact details are mmcdonald@twhf.org.uk should you need any further information.

Mrs McDonald is a qualified teacher and has 16 years' experience in this role and has worked as a class teacher in both mainstream and specialist education. She achieved the National Award in Special Educational Needs Co-ordination in 2022. She also has qualifications in ADHD, Autism, Speech and Language, further training in Cognition and Learning difficulties, SEMH and Sensory needs. Mrs McDonald works closely with other SENCos within the White Horse Federation and also within the Local Authority. She

attends meetings and training with other SENCOs from within the Bicester Partnership and also attends training conferences from across the country to keep up to date with the latest information.

Mrs McDonald is allocated 2.5 days per week to manage SEND provision at Gagle Brook Primary School.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Our staff have also had training from external professionals, including our Educational Psychologist and Speech and Language Therapists, to meet the needs of our pupils with specific needs.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.
We have teaching assistants in each phase who are trained to deliver interventions such as Colourful Semantics, Talkabout (social communication intervention), Precision Teaching, 'May I play?', Lego Therapy, PDA Low Demand, and the use of Communication Boards and PACT Therapy.
In the last academic year, TAs have been trained in Colourful Semantics, Phonics Catch up, Precision Teaching, 'May I play?', Lego Therapy, and the use of communication boards. Some TAs have had additional training in managing difficult behaviours, Social Emotional and Mental Health, Gestalt Language Development, Attachment, PDA Low Demand and the use of workstations. In addition, most of our TAs are trained in Team Teach Level 2.
We also have a Family Support Worker, Jamie Izzo, who supports some of our families.

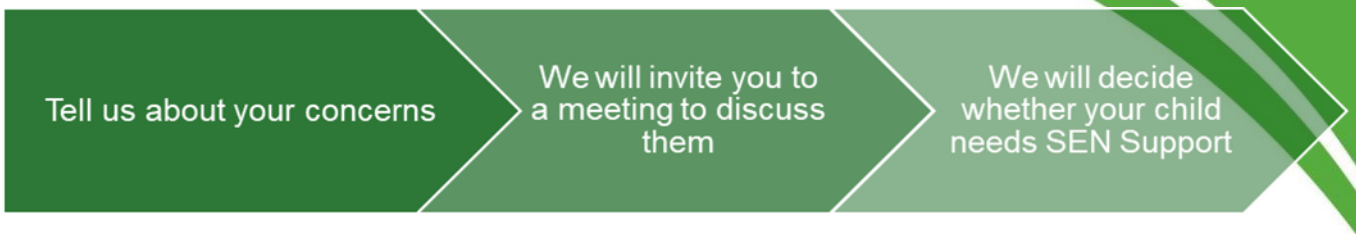
External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- SENSS Teams, Communication and Interaction, Complex Needs, and Physical Disability
- School Attendance Service
- Social services and other LA-provided support services
- Voluntary sector organisations, such as MIND.
- Children's Services
- TWHF Inclusion Team

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

If you think that your child may have SEND, the first stage is to talk to your child's class teacher about your concerns. They will then consider any adaptations that they can make in class to support your child. If there are still concerns, then the SENCO may become involved. Your child may be added to the SEND register and given a Pupil Profile that outlines strengths, difficulties and next steps, if more formalised interventions are needed. This will be considered in individual cases.



If you think your child might have SEND, the first person you should tell is your child's teacher.

To contact your child's class teacher, please email the office at office@gaglebrook.org.uk , requesting an appointment. Where possible, we will make a mutually convenient time.

They may pass the message on to our SENCO, Mo McDonald, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns in order to gain a better understanding of what your child's strengths and difficulties are.

Together, we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what had been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

Our school reviews the progress of children weekly and identifies children who may need extra support regularly. They may be added to an intervention - such as pre- or post-teaching, or catch-up phonics - for a short time to bridge any gaps in learning. If there continues to be gaps, or if your child is struggling to keep up, they may require further assessments.

There are a variety of assessments that we may use to help identify the specific needs of a child and, as parents, you will also be asked to complete some questionnaires based on your observations and thoughts.

All of our class teachers are aware of SEND and are vigilant for any pupils who are not making the expected level of progress in their schoolwork or socially. This might include needing a high level of support in class to access writing, needing additional phonics support to retain and use their sounds, or needing pre- or post-teaching to support retention or understanding in Maths. If the teacher notices that a pupil is falling behind, they will assess if the pupil has any gaps in their learning. If they can identify a gap, they will implement additional support in that area. Pupils who have SEND 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 consult with the SENCO, and will contact you to discuss the possibility that your child has SEND. Teachers may complete a form in conjunction with parents to outline difficulties and what has already been tried to support your child.

The SENCO or class teacher will observe the pupil in the classroom and/or during social/break times to see what their strengths and difficulties are. They will have discussions with your child's teacher, 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 gain 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 of this information, the SENCO will decide whether your child needs SEND support.

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

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

We will follow the 'graduated approach' to meeting your child's SEND 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 that 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 SEND Support. For others, the cycle will continue and their targets, strategies and provisions will be revisited and refined.

Children on the SEND register will have personalised targets for their learning gaps. They will be monitored and assessed through the assess, plan, do, review process, with full reviews completed three times a year by class teachers with support of the SENCO. SEND targets will be sent home to parents, alongside reviews.

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

We will provide annual reports on your child's progress.

Your child's class teacher will meet you twice a year for parent interviews. During these meetings they will:

- 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 have a wealth of knowledge 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 SEND 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 as soon as possible 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. You can make an appointment by emailing the school office to request a mutually convenient time; office@gaglebrook.org.uk

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 cognitive level. 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
- Prepare a presentation, written statement, 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?

Our school has a universal approach to 'Quality First Teaching', adapting the curriculum and support for every individual. 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 adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Adapting 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 support pupils in small groups when interventions or catch-ups are put in place to bridge a gap.

We may also provide the following interventions:

- Talkabout social group
- Nurture sessions
- Colourful Semantics

- Touch Typing
- Pre- and Post-Teaching
- Precision Teaching
- Lego Therapy
- Rapid Catch-Up Phonics
- Workstations
- Maths for Life
- Sensory Circuits
- WellComm
- Target Reading & Comprehension
- Reading for Thinking
- Motor skill development

We may also provide the following interventions:

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Visual timetables Social stories Communication boards Adapted curriculum to meet specific needs Language for thinking Now and next boards Picture symbols Signing Checklists Speech and language therapy Early talk boost May I Join you? PACT SWIFT Course

Cognition and learning	Writing slope 1:1 targeted readers Basic number Numicon Plus 1/Power of 2 Reciprocal reading Small group phonics Small group maths Small group writing Coloured overlays Coloured books and paper Talking/recording devices Number lines Pre teaching Adapted learning in lessons where appropriate Words banks Lexia Peg to Paper Peh to Paper- handwriting Technology Reading for thinking Touch typing Fine and gross motor skills development
Social, emotional and mental health	Quiet workstation Nurture sessions Movement/sensory breaks Fidget tools Mindfulness time Well-being check-ins Lego Therapy Family Support
Sensory and/or physical	Fine motor skills groups Handwriting groups Sensory circuits Chew tools Adaptations to the school uniform to accommodate sensory needs Seating plan Clearly labelled classroom resources

These interventions are part of our contribution to Oxfordshire'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 term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and subject leaders
- Using children's books and observations in lessons to monitor progress
- 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 that we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

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

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

We aim to make all of our extra-curricular activities and school visits 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 Sports Day, Christmas events, school visits, and after-school clubs.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make all reasonable adjustments needed in order that they can be included. All clubs, trips and visits are fully risk assessed to ensure attendance is safe.

Parents will need to share all details of their child's SEND with any club or activity run by an outside agency to ensure they can appropriately risk assess.

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

We accept a maximum of 30 children in each year group within our school. If your child has an EHC Plan, you may request that the school is consulted to ensure that we are able to meet all the needs of your child as outlined in their plan. The school will assess your child's needs, which may involve an observation of your child in their current setting, conversations with their current school and the Local Authority. The Local Authority will ensure that a mainstream school is right for your child.

If you wish for your child to be a part of our C&I Resource Base (The Nest), the allocation process is through Oxfordshire County Council. You will need to contact your SEN Officer for your child to be considered for a place in the Resource Base.

If you would like your child to attend Gagle Brook Primary School and they have SEND needs, but do not have a plan, it is best to discuss your child's needs fully with the SENCO before applying through the Local Authority. We will then assess your child's needs. This may involve an observation of your child in their

current setting, conversations with their current school and parents to ensure a smooth transition for your child.

13. How does the school support pupils with disabilities?

All children are entitled to receive Quality First Teaching where, through engaging teaching and adaptations, all groups have their needs met. Some children may have difficulties making expected progress and/or not achieving the attainment expected for their age. At this point, we identify groups of children who may need specific intervention activities, to help boost and accelerate their learning. Their progress is monitored and if they are still experiencing difficulties then we look at identifying if they have a special educational need.

As identified in the SEND Code of Practice (July 2014) – paragraph 6.15
'A pupil has SEND where their learning difficulty or disability calls for special educational provision., namely provision different from or additional to that normally available to pupils of the same age.'
Our aim at Gagle Brook is to include all children within our everyday teaching and activities. At times, this involves adaptations, such as the use of small group work alongside a teaching assistant to allow individuals to learn at their pace and using resources suitable for their needs. If being in the class is causing sensory challenges and/or distracting learning, we may make use of quieter areas to support children.
At Gagle Brook, we use a range of resources and specific interventions, to meet individual needs and support children to access the curriculum.

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

In order to assess the specific needs of children, we will ask teachers or adults best known to a child, to complete an assessment. This tool allows us to pinpoint any specific challenges that a child is facing. We provide a range of activities to support emotional and social development for individuals including: 'Positive Playtimes' where our Pupil Leadership Team. who have been given training, support individuals who find it difficult to engage in play or require a quiet space to go at lunchtimes. We also provide playtime and lunchtime games for those children who find unstructured times difficult through use of our sports coach. Our TAs are often paid to support pupils throughout playtimes and lunchtimes. Our Family Support worker is also available during lunchtimes to assist children with SEND and give mentoring to those who are struggling. We currently have a play therapist who visits the school weekly to work with individual children, and our school dog, River, visits regularly. We have good links with the behavioural support team and our EP, who offer us advice and support. We have Nurture Provision for one afternoon a week to support 6-8 children for 4 terms, who need additional nurture support whilst in school.

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

- Pupils with SEND are encouraged to be part of the Pupil Leadership Team (PLT).
- Pupils with SEND are also encouraged to be part of 'Positive Playtimes' to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEND by facilitating time in the Wellbeing Room.
- We run a nurture club for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by teaching about bullying using the KiVa lessons each term and encouraging each other to 'speak up' using the NSPCC 'Speak out' campaign.

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

When children with SEND reach Year 5, there is an opportunity for a dialogue between parents and school regarding their transfer to secondary school. If a child has an EHCP, the parents can visit possible secondary schools with the child and SENCO if requested. There will be a transfer Annual Review whereby a

parent/carer/child can express their preference for secondary placement and have it recorded. The SEN officer is also often present at this meeting.

We have good links with our transfer secondary schools and the Year 6 teachers and/or the SENCO will meet with the SENCO/or representative to discuss individuals. We also arrange extra transfer visits as necessary, to support individuals with their transition.

Between years

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

- Ask both the current teacher and next year's teacher to attend a final meeting of the year when the pupil's SEND needs are discussed.
- Schedule lessons with the incoming teacher towards the end of the Summer Term.
- Provide 'visits' to their new class or phase during the last few weeks of the Summer Term.
- Provide a social story with pictures of their child's new class teacher and the environment.

Between schools

When your child is moving on from our school, we will share important SEND information with their new setting.

Between phases

The SENCO of the secondary school will liaise with our SENCO and/or the Year 6 teacher. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

• Practising with a secondary school timetable.
• Learning how to get organised independently.
• Addressing significant gaps in knowledge.

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

At Gagle Brook, Mo McDonald (SENCO) is the designated teacher for looked-after children and previously looked-after children.

Mrs McDonald, makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

17. What should I do if I am unhappy about my child's SEN support?

Concerns about SEND provision in our school should be raised with the class teacher in the first instance. If it is not possible to address them, 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 SEN Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, 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 mediation, where you try to resolve your disagreement before it reaches the tribunal. You are able to contact Global Mediation, all details are on their website Special Educational Needs and Disability - Global Mediation.

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

If you have questions about, SEND, 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 to you locally, have a look at Oxfordshire's local offer. Oxfordshire publishes information about the local offer on their website: Oxfordshire SEND local offer | Oxfordshire County Council
Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: SENDIASS Oxfordshire |Information, advice & support in Oxfordshire (sendiass-oxfordshire.org.uk)
Local charities that offer information and support to families of children with SEND are:
Autism Oxford - Autism Assessments & Clinical Services
Family Links: The Centre for Emotional Health - Oxfordshire Mind Guide (oxmindguide.org.uk)
Oxfordshire Mind | Your Local Mental Health Charity
Home: ADHD Oxfordshire
National charities that offer information and support to families of children with SEND are:

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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
- **Adapt** – 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 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 SEND
- **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 which explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEND. 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
- **SEND support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages