



Special Educational Needs and Disabilities (SEND) Information Report 2025-26

1. Our inclusive vision

Growing well, Flourishing together

The Kingdom of God is like a mustard seed. The mustard seed is the smallest seed you plant in the ground. But when you plant this seed, it grows and becomes the largest of all plants. It produces large branches. Even the wild birds can make nests in it and be protected from the sun.

Mark 4: 30-32

Perseverance - Compassion - Joy - Respect - Thankfulness - Courage

At Gilmorton Chandler, our vision is "Growing Well, Flourishing Together". This vision is deeply rooted in the biblical parable of the mustard seed from Mark 4:30-32, which illustrates that even the smallest beginnings can lead to profound growth and impact. Just as the mustard seed transforms into the largest of plants, we believe that the seeds planted in our school can lead to a flourishing and inclusive community. The concept of planting and growing is also linked to our community's rich agricultural heritage.

Within our school's nurturing environment, students learn that their contributions can create a significant difference in the world around them. Our values - joy, compassion, thankfulness, perseverance, courage, and respect - serve as the foundation for every aspect of life at Gilmorton Chandler. We celebrate the uniqueness of each child, encouraging them to recognise the power of their actions, no matter how small.

Drawing inspiration from the mustard seed parable, we aim to cultivate resilient learners who grow into supportive friends and responsible citizens. Within our safe and caring environment, children are encouraged to take risks, learn from experiences and develop the self-belief that empowers them to achieve their aspirations. Each child is welcomed into the branches of our school community, fostering a sense of belonging and family, whereby even in a short time, Gilmorton Chandler provides rest, shelter and nourishment to all who land here, sending them out into the world to live out the values where they find themselves next.

At Gilmorton Chandler, we strive to offer an inviting and inclusive atmosphere where every member is valued and respected. The branches provide shelter from the burning sun and the mustard plant welcomes all types of birds to roost, just as everyone is welcome into the Kingdom of God. We are committed to nurturing self-esteem, self-discipline, inquisitiveness and independence, equipping our children with the skills needed to navigate both their present and future. Through our collective efforts, we embody our vision of "Growing Well, Flourishing Together", creating an ambitious and supportive experience for all so that each child can achieve to his or her full potential whilst recognising that learning needs to be enjoyable, exciting and a happy experience in a vibrant environment.

All about us

Gilmorton Chandler C of E Primary School is a one form entry mainstream school and we value all of our pupils. In order to ensure that our pupils are making good and better progress at school we monitor and assess each pupil at least half termly. Where there is evidence that a pupil is not making age-related progress in any area of the curriculum, including socially and emotionally, we provide additional targeted support in class or use specific targeted interventions.

Parents/Carers who have concerns about their child are encouraged to speak to any of the members of staff listed above through the school office or arrange to speak to their child's class teacher.

Class teachers use parental consultation evenings and reports to talk about children's progress and suggest ways you could help at home. If there are any specific concerns about your child you may also be invited to attend a meeting to discuss your child's needs with the teacher or request a meeting yourself. If difficulties persist, the SENDCo (Special Educational Needs & Disabilities Coordinator) may become involved. At this point there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

Where pupils are identified as continuing to work below their expected levels of progress, despite increased support, we may add them to the SEND register, following consultation with parents. Regular and rigorous monitoring takes place. If necessary, we adjust the provision. Parents/Carers are kept fully informed via termly updates or where appropriate, more frequently.

Information about policies for the identification and assessment of pupils with special educational needs

At Gilmorton Chandler CE Primary School we identify pupils with special educational needs early through teacher's observations and rigorous assessments, parental/carers views and pre-school/previous school history. Alongside this, we put in place the "Graduated approach" as per the SEND Code of Practice 2015, which advocates spotlighting the progress of a child with a more rigorous assess - plan - do - review approach.



Gilmorton Chandler C of E primary school objectives

- To effectively identify and assess the needs of ALL children.
- To set appropriate targets and support accelerated progress.
- To monitor and review learning and raise achievement.
- To liaise and involve parents and value their contribution to their child's education.
- To listen and respect the views of the child by capturing pupils voice.

Rationale

Gilmorton Chandler C of E primary school is an inclusive learning community committed to removing barriers to learning, welcoming all pupils, staff and families, regardless of ability, race or social background. We have a responsibility to provide a provision that removes barriers to learning, to help all pupils achieve their full potential and secure their best outcomes.

At Gilmorton Chandler C of E primary school, staff work cohesively together, in order to identify children with Special Educational Needs (SEN). These children are entered onto our SEN register, highlighting the primary area of need that is appropriate to the individual child. The SEN register is monitored on a termly basis to ensure it is up to date and accurately reflects the children within the school who are receiving SEN support.

The SEND Code of Practice (2015) recommends a Graduated Approach response to special needs. At Gilmorton Chandler C of E primary school we provide a graduated cycle – assess, plan, do and review, which is fully embedded across our school. We provide quality first teaching to all pupils, some pupils will need “additional to or different from” teaching and learning opportunities, whilst other pupils may need further support through external professionals.

Identification of Pupils with SEND come from a range of sources:

- Progress of all pupils is monitored by Teachers, Senior Leaders and Subject leaders as part of an ongoing observation and assessment which identifies differences between progress, attainment and achievement.
- Progress made against objectives that are specific to a pupils age related expectations.
- Standardised screening and assessment tools.
- Parental concerns.
- Needs identified on entry to the School, in any year group or concerns raised by previous school or preschool setting.
- Liaison with Local Authority or other outside professionals.

Progress and Assessment

Progress will be measured against the age related standards. Where children have complex needs and progress is achieved in small steps, other methods of assessment might also be used, such as Judith Carter's 7Cs. The assessment and recording of progress are monitored termly and some children will require close monitoring and will have Individual Learning Plans (ILPs). These ILPs have specific smart targets set for the children to work towards.

It might be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate. Assessment information and pupil progress are available at reviews, parent consultations and annual reports.

Quality First Teaching

This is the essential foundation of all teaching. Our universal offer is for teachers to provide quality lessons that are pitched at the learner's appropriate age of development. They should provide structures throughout lessons to ensure pupils can access the lesson's content.

Quality First Teaching includes:

- Engaging and supporting the learning of all children and young people.
- Building on pupils' prior learning and responding appropriately to the 'pupil voice.'
- Adapting the curriculum to match tasks to the needs of the child, considering Vygotsky's zone of proximal development.
- Flexible grouping of children within lessons.
- Use of a range of teaching styles which recognise the individuality of the children in the class.
- Appropriate use of additional adult support.
- Accessibility to a range of resources and equipment, including electronic devices.
- Use of pre-teaching and intervention sessions to address misconceptions and close identified gaps.
- Adaptive teaching methods.

Only when children have not made sufficient progress through Quality Teaching after a period of monitoring, following the Local Authority guidelines are they moved to the Special Educational Needs Register. This will be communicated with parents and an Individual Learning plan, where needed, will be put in place in order to support close monitoring of progress.

SEN Support - Additional School Intervention and Support

When a class teacher, supported by the SENDCO, identifies that a pupil has SEN, they are added to the SEN register. The class teacher devises interventions, adaptations and/or individual work that is additional to or different from those provided, as part of the school's planning. The class teacher remains responsible for working with the child on a daily basis for planning and delivering adapted work and individual learning targets. To support this process, the school may wish to ask for support from other agencies to help them with assessment and intervention for pupils at this stage.

Provision

- Quality first classroom teaching
- Adaptations including workstations and visual timetables
- Access to Sensory room
- Pre teaching vocabulary
- Adult support in small groups.
- Adaptive curriculum
- Talking partners
- Learning buddies
- School Nurse support
- Pastoral support plan - ELSA (Emotional Literacy Support Assistant)
- Widget (pictures to represent words)
- Concrete / pictorial resources - such as visual timetable.
- Speech and language programme
- Zones of regulation (emotional regulation)
- Social Skills – lunch club
- Sensory circuits – Occupational Therapy
- Attention Autism (Focus and concentration)
- Fidget tools
- Movement breaks

Further support:

Cognition and learning

- Focused adult support (small group session)
- Access arrangements
- Precision teaching
- IDL dyslexia friendly intervention
- Intervention sessions
- Adaptive resources
- Now and Next charts
- Laptop / talking tins and other IT tools
- Learning aids – overlays, coloured paper, visual aids (widget)
- Colourful semantics

Social, Emotional and Mental Health

- Meet and Greet
- Buddy System Y6 and EYFS
- Protective Behaviours
- Drawing and talking
- Play therapist
- Time to Talk
- Nurture and Wellbeing groups.
- ELSA – Emotional Literacy Support Assistant
- Emotional regulation (Zones of regulation) in class and as a targeted intervention.
- Lifting children's hopes (LCH charity)

Communication and Interaction

- Expected and unexpected behaviours
- Widget (using visuals)
- Social stories
- Speaking in sentences
- Individual schedules
- Communication Boards
- Structured Lunchtime groups
- NHS Speech and language therapy (SALT) / Private SALT can be arranged through parents.
- SEND support services (external) - SENDIASS Leicestershire
- Autism outreach team

Sensory and Physical

- Structured Lunchtime groups – Opal play scheme
- Fine motor skills work
- Physiotherapy
- Occupational therapy
- Sensory circuits
- School nurse
- Sensory based play

Intervention Funding (SENIF)

Some pupils will require a high level of provision. When the level of provision goes beyond the expected level that a school is to provide, the school can make an application for additional funds to support the pupil.

If schools seek extra provision beyond their own resources, or an assessment for an Education, Health and Care Plan, there must be clear evidence that appropriate intervention as described in the Local Authority Guidance has been put in place and reviewed at previous stages of the graduated approach.

Further information Intervention Funding can be found at:

<https://resources.leicestershire.gov.uk/education-and-children/early-years/early-years-send-inclusion/apply-for-inclusion-funding-for-children-with-high-needs>

EHC Plans

If a child or young person continues to have challenges with their learning an Educational Health Care Assessment can be requested to be carried out by the Local Authority.

An Educational Health Care Plan identifies a child's special educational needs, together with health and social care provision when these services are involved.

The EHC Plan includes the aspirations of and outcomes for the child or young person as well as a description of their needs, barriers to learning and provision required to overcome these. An EHC Plan must be created in a person centred way. This means that the information is written from the perspective of the child and family, and it monitors the support provided to achieve the young person's outcomes.

The plan may cover health and social care services alongside education, if appropriate, for the individual child or young person. An EHC Plan can, under certain circumstances, continue until the young person is 25 years old. Therefore, it can support them into training, further education and apprenticeships.

EHC Plans must be reviewed by the local authority a minimum of every twelve months. These reviews must focus on the child and young person's progress towards achieving the outcomes specified in their plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

An EHC Plan can be requested by school, a health or care professional or the parent.

Staff Development

Staff involved in SEND are:

- Special Educational Needs and Disabilities Co-coordinator (SENDSCO)
- Head of School
- Wider Senior Leadership team (SLT)
- Class Teachers
- ELSA (emotional Learning Support Assistant)
- HLTA (higher level teaching assistant)
- Learning Support Assistants / Inclusive Learning partners (ILPS)

Staff have a wide range of experience and expertise. We encourage all staff to take up training opportunities, attending relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND. Training needs are identified through CPD and at whole school level through the School Improvement Plan.

This year staff have received training in:

- SEND CPD – all areas of need.
- Autism outreach team – what is neurodiversity?
- Understanding the Graduated Approach – a deep dive into assess, plan, do review.
- Phonics
- Developing effective one-page profiles and individual learning plans
- Using–Widgit to support learners (ACC system – Alternative communication system)
- Intensive interaction (SALT)
- Sensory circuits
- Attention Autism

What do I do if I think my child has additional needs?

Parents who have a concern about their child or who would like to discuss their child's SEND provision should contact the class teacher in the first instance. If concerns continue, then a meeting may be arranged with the SENDCo. Good communication between home and school is key to effective support so teachers and parents or carers need to talk regularly.

For children on the SEN register or receiving pastoral support, their individual learning plans (ILP) will be shared prior to whole school parent's consultations and discussed. Additionally, they will be shared with parents if reviewed at other points throughout the year.

Children with an EHCP will have 6 planned meetings consisting of: 2 x parent's consultations, midyear review, annual review and 2x transition meetings (Autumn term and Summer term).

Equipment and facilities:

- Visual aids/ supports
- Widgit symbols
- Using ICT to record
- Using concrete apparatus
- Sensory or tools to help self-regulate
- Sloped writing boards
- Chair bands
- Overlays / coloured paper and books
- A disabled toilet
- Support to communicate with families with English as a second language may be provided through translated documents or an electronic translator
- Access to advice regarding specialist equipment and adjustments to the school environment from external agencies e.g. Physiotherapist, Occupational Therapist.

Transition

Transition into the school is carefully considered. EYFS staff will visit or meet with pre-school staff, pupils and parents to ensure that we have additional support or considerations in place before pupils start in the new academic year.

Mid-year transitions are supported through a school tour, discussions with the previous school and making suitable adjustments where appropriate. Pupils are buddied up with a supportive pupil to help them settle in and become familiar with day-to-day school expectations and practices.

In year 6, there are PSHE lessons with a focus on transition including how to talk to new people, how to manage a timetable, what to expect etc.

There are opportunities for pupils to attend additional transition days at some secondary schools. This can be discussed with the SENDCo or the year 6 team.

Transition books with familiar photos of staff and prospective classrooms are produced for identified children.

For pupils moving up within the school, additional steps are put in place to support a smooth transition. This may include providing the pupil with a transitional booklet so they can familiarize themselves with their new teacher, classroom etc, they may visit the new teacher to develop a relationship prior to the move, visit the new classroom to familiarize themselves with the change of location. This is not an exclusive list. Further to this, all staff share key transitional information and create one-page profiles, in order to capture pupils voice.

The role of the Special Educational Needs and Disabilities Co-ordinator

(SENDCo):

The qualified SENDCO at Gilmorton Chandler C of E primary school is:

Mrs Sarah Gates

The SENDCo:

- Manages the day-to-day operation of the policy
- Monitors children's provision using the assess-plan-do-review cycle (Graduated Approach).
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues by providing or directing to relevant training.
- Maintains the school's SEN Register and Provision Map.
- Contributes to and manages the records of all children with Special Educational Needs.
- Ensures the annual reviews for children with a EHCPs are completed.
- Manages the school-based assessment and completes the documentation required by professionals including external and the local authority.
- Communicates with parents and provides relevant information.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the special educational needs provision and reports to stake holders.
- Liaises with other schools to share transitional information.
- Monitors attendance and number of exclusions.
- Reviews data for pupils with SEND and other vulnerable pupil groups.

Activities Outside the Classroom

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible.

Any potential barriers will be discussed with parents.

Local Offer: Support for SEND at Leicestershire county council

<https://www.sendiassleicestershire.org.uk/leicestershire-local-offer#:~:text=The%20Leicestershire%20Local%20Offer%20gives%20children%20and%20young,Leicestershire.%20It%20is%20delivered%20by%20Leicestershire%20County%20Council>