

“Be strong and courageous; do not be afraid, for it is the LORD your God who goes with you.”

Gosforth C of E Primary School



[Wasdale Road, Gosforth, Seascale, Cumbria, CA20 1AZ](#)

Special Educational Needs Information Report

Date: September 2025

Review Date: September 2026

This report should be read in conjunction with the Special Educational Needs Policy.

Persons responsible for drawing up this policy: The SENCO.

Approved by the Governing Body

At Gosforth C of E Primary School, we recognise the fact that all children are different and therefore have differing needs. The Special Educational Needs and Disability Regulations 2014 require our school to publish certain information regarding our provision for pupils with SEND. This report provides information on how the Special Educational Needs process works in our school.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Leanne Long (SENCo) to discuss your concerns.

What is a Special Educational Need and Disability?

The Children and Families Act 2014 clause 20 says that:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she-
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of a compulsory school age (or would be likely, if no special education provision were made).
4. A child or young person does not have a learning difficulty or disability solely because of the language (or form of language) which is or has been spoken at home.

What are the key areas of need?

Our dedicated team are trained to provide support for children within the following four broad areas of need:

- Cognition and Learning Difficulties
- Social and Emotional Needs
- Communication and Interaction Needs
- Physical and Sensory Needs.

What do I do if I think my child has a special educational need (SEND)?

If your child already has an identified SEND before they start at Gosforth C of E Primary School, we will first invite you to visit the school with your child to have a look around and to speak to staff. If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used and ensure that provision is put in place as soon as possible.

If your child is already in school and you have concerns about your child's progress, you could speak to your child's class teacher. You can also speak to the SENCo, Mrs Long.

What will the school do if they think a child has a special educational need?

The school recognises that early identification and effective provision improve long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, the school has a clear approach to identifying and responding to SEND as outlined in this report.

The class teacher is responsible for all the children in their class and the monitoring of their progress. With the support of the Senior Leadership Team, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than

expected progress given their age and individual circumstances. Results of the assessments will be analysed by class teachers and the information gathered will be used to monitor each child's progress.

If the class teacher thinks that your child has a gap in their learning or a Special Education Need, this may be because they are not making the same progress as their peers or meeting age related expectations. Class teachers have meetings every term with the Head Teacher/SENCo in the school to ensure all children are making good progress from their starting point. If your child is then identified as not making good progress, the school will decide whether to monitor carefully or to set up an intervention group and will inform you. If your child is still not making expected progress the school will discuss with you:

- Any concerns you may have.
- Any further interventions we feel may be relevant.
- The need to put extra support in place, creating targets on a Graduated Approach Plan (GAP) or an Individual Education Plan (IEP).
- How school and home can work together to support your child.
- Referrals to external agencies for additional advice on supporting your child's learning.

Who will support your child?

Our teachers and teaching assistants are responsible for...

- Ensuring that they are aware of the school's SEND policy and the procedures for planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCo.
- Keeping the senior leadership up to date with any changes in behaviour, academic developments and causes of concern.

Our SENCo is Mrs Leanne Long. She is responsible for...

- Collaborating with the governing board to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day operation of SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for Looked after children (LAC) with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Our Headteacher is responsible for...

- Ensuring that the school holds ambitious expectations for all pupils with SEND.
- Establishing and sustaining culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensuring that the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensuring that the school fulfils its statutory duties with regard to the SEND code of practice.
- Working with the governing board to ensure that there is a qualified teacher designated as SENCo for the school.
- Ensuring that the SENCo has sufficient time and resources to carry out their functions.
- Ensuring that the procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

Our SEND Governor is Mrs A. Millington. She is responsible for...

- Making sure that the school has an up to date SEND Policy and/or SEND Information Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all SEND children achieve their potential in school.

How will we support pupils across the school?

The school is aware of its statutory duty to provide a broad and balanced curriculum, and we recognise that high quality teaching, which is adapted for individual pupils, is the first step in supporting pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Work together to identify the barriers to learning.

- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessments to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Staff will make daily provision accessible to all children, including those with SEND and arrange extra support where necessary. This could be things like 1 to 1 or small group work on specific aspects of learning, additional support within the class, adapting resources, adaptation of task and reinforcement activities set as a homework.

Our Senior Mental Health lead in school is Mrs Layzell who can be contacted via the school office.

Early Intervention

Where a pupil is identified as having SEND, we will begin removing barriers to learning by putting effective special educational provision in place. This SEND support will take the form of a four-part cycle; assess, plan, do and review. For pupils with low level needs the cycle of assess, plan, do and review will fit into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs, additional meeting dates will be set at least 3 times per year to review the child's targets.

Targets will be set out in a SEND Individual Education Plan (IEP). This contains a small number of specific SMART targets, ideally three or four, designed to enable the child to progress

Statutory Assessment of Needs – Educational Health Care Plan (EHCP)

If we have evidence that a child is making insufficient progress despite SEND support, the SENCo may seek further advice from external specialists through the Early Help process. The evidence gathered through the regular reviews of SEND Support will help the Local Authority (LA) in determining when this statutory assessment of needs is required for an Education, Health and Care Plan (EHCP). Parents/carers will be fully involved in the process.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Gosforth C of E Primary School will hold annual review meetings on the behalf of Cumbria LA and complete the appropriate paperwork with parents for this process.

How will we support your child with transition to a new school?

Children entering Gosforth Church of England Primary School in Reception will have had an opportunity to visit the school in the summer term, prior to them starting in the September. Visits to nursery will also be carried out at the end of the summer term; this helps school staff to get to know the child in a familiar environment where the children are more relaxed. Information will be gathered regarding any SEND from parents/carers and previous settings and any necessary support to be considered. Additional visits to school are encouraged for those children who may find the transition difficult between home and school. Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCo will telephone the previous school to discuss individual pupil's needs.

When children leave Gosforth to go to one of our local secondary schools, the secondary school SENCo is invited to the transition review. There would be enhanced transition support provided for children who would benefit from such support.

All teaching staff meet to discuss any pupils with SEND needs in their class before children transition to new classes within the school. This is an opportunity for them to share relevant information with each other. If a child needs it, then extra visits to their new class will be arranged.

How will your child be supported across the school?

Accessibility and admissions

The school is accessible by wheelchair, and we have disabled toilet facilities. The governors of the school would consider other reasonable adaptations (visual, auditory and structural) to meet the needs of pupils where necessary.

We try to ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCo manages a SEND budget and this is used to ensure that all pupils have access to the appropriate equipment.

See the school's accessibility plan and admission policy on the school website for further information.

Curriculum and the Learning Environment

Class teachers plan lessons according to the specific needs of all groups of children in their class. They will ensure that learning tasks are adapted so that your child can access their learning as independently as possible at their level. If a learner is identified as having SEND need, we will provide support that is additional to or different from the approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

Children can be provided with additional resources or support so that every child is able to learn at their own pace, this is known as adaptation and will enable your child to access a broad, balanced and relevant curriculum. If your child is not making the expected progress and has specific gaps in their understanding then, he/she may work within a smaller group of children or one to one with a teacher or teaching assistant; this may happen within the classroom or in an-other room or area. The type and amount of support your child will receive will depend on their individual need, any special provision will be discussed with you.

After-school provision is accessible to all children, including those with SEND. Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. When necessary, the risk assessment would include a meeting with parents as well as taking account of any medical advice. Destination of school trips will be considered when assessing the needs of all children. On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. After school clubs are available to all pupils. Should any child need support to access these activities, school will make the necessary arrangements.

Support for Social, Emotional and Mental Health Needs

Gosforth Church of England School is an inclusive school where we give every pupil an equal opportunity to achieve their maximum potential. All our staff passionately believe that all children should feel valued and have a high sense of self-worth, as this is crucial to their emotional well-

being and academic progress. Staff work hard as a team to provide an environment where the children feel happy and safe.

All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social awareness games and activities
- Lunch time and play time support/play partners
- Buddy system
- Individualised programmes of work
- Access to external agencies and professionals and follow their advice.

Trained first aiders and paediatric first aiders are available in school (please see the school's health and safety policy for more information about this). If your child requires medication to be administered in school, then you are asked to provide details of this and complete the appropriate documentation. If a pupil has a specific medical need, then an Individual Health Care Plan (IHCP) may be written with the class teacher, SENCo or health care professionals if they are involved.

Gosforth Church of England Primary School encourages a positive behaviour approach for all children (please refer to the whole school Behaviour Policy for more information about this). Additional behaviour management plans, risk assessments or handling plans may be used where needed, to support individual children who are experiencing difficulties.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school crew that meet regularly.

Measuring progress

Your child's progress is continually monitored by his/her class teacher. We have formal assessments and teacher assessments throughout the year to keep a track on the progress being made by pupils. We encourage parents and others involved with the child to be involved in reviewing your child's targets in their SEND Individual Education Plans and ensuring that the targets within the plans are being met.

Each class teacher will meet regularly with the Headteacher or members of the senior leadership team to discuss the progress of pupils. The shared discussions will highlight if further support or intervention may be needed to increase progress and bring the child back on track to meet end of year targets.

Staff expertise

Staff access training which helps them to develop their expertise to enable them to deliver high quality teaching and to support children with individual needs. Part of the SENCo's role is to support class teachers in planning for children with SEND. Individual teachers and support staff often attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Some of the training courses recently attended include first aid, moving and handling, safeguarding, Little Wandle phonics training and ELSA (Emotional Literacy Support Assistant).

Training completed by staff includes:

- Mrs Long is a qualified teacher who has also completed the National SENCO Award.
- All staff are trained in Safeguarding at least at Level 1.
- We have two ELSA trained members of staff.
- We have a member of staff trained in Drawing and Talking.
- AET Training for staff – Making Sense of Autism and Good Autism Practice.

This is not an exhaustive list, it will be added to as needs arise.

What specialist services and expertise can the school access?

The school accesses a range of specialist services including:

- Child and Adolescent Mental Health (CAHMs)
- Education Social Worker
- Educational Psychologists
- Local Authority Education, Health and Care Plan Team
- Looked After Children Support
- Team Occupational Therapist
- Outreach support from specialist schools
- Paediatricians
- Physiotherapists
- Social Care Family Support Worker
- Social services
- Special Education Needs Assessment Team
- Specialist Advisory Teachers
- Speech and Language Therapist
- The Police
- Vision and Hearing Support.

Many of these specialist services can also be accessed by parents. Please contact the school SENCo for further information.

How will we work in partnership with parents?

At Gosforth C of E Primary School, we value the importance of building positive relationships with all involved in the care and development of pupils. We welcome opportunities to meet with parents and professionals, and this can be done through prior arrangement with Mrs Long. If you think your child has a SEND you can discuss your child's needs with their class teacher. Class teachers work closely with parents throughout their child's education.

Parent's evenings take place at least twice a year and there is also an opportunity to discuss your child's end of year report. Parents are given information about whether their child is achieving at a rate that is similar to their peers.

The progress of children with an Education Health Care Plan (EHCP) is formally reviewed at an 'Annual Review' with all services involved with the child.

A range of ways will be used to keep you informed, which may include:

- Additional meetings as required
- Reports
- ClassDojo
- Letters on ClassDojo or the school website.

You can also request a volunteer to support you; they are called Independent Parental Supporters (IPS) or if your request for support is specifically about the new Education, Health Care Plans, you will be matched with an Independent Supporter (IS). For more information on SENDIASS and how to find support, please look on the following website:

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/default.asp>

How do we handle complaints?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher/SENCO, who will be able to advise them on the formal procedures for complaint.

Contact Details:

Telephone: 019467 25244
Email: admin@gosforth.cumbria.sch.uk
Gosforth C of E Primary School
Wasdale Road
Gosforth
Seascale
Cumbria
CA20 1AZ

If there continues to be disagreement about the SEND provision you should make arrangements with the Local Authority, that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

How can I access more information about Cumbria's local offer?

Each Local Authority has to identify the educational, health and social care services that are available for children, young people and families with additional needs. To see Cumbria's local offer, you can go to:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

Where can I access further information from?

General information can be found on our schools' website in the SEND Information section.

<https://www.gosforth.cumbria.sch.uk/>

If you require any additional information please contact the school SENCO, Mrs Leanne Long or our designated safeguarding lead, Mrs Sarah Layzell. The school telephone number is 019467 25244.

This policy has been agreed by staff and governors;

Signed ..L.Long..... (Head Teacher)

Signed .A. Millington..... (SEND Governor)

Date: September 2025

Review Date: September 2025