



Gillingham Primary School

Special Educational Needs and Disabilities (SEND) Information Report
2026-2027



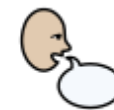
Special Educational Needs and Disability



Key

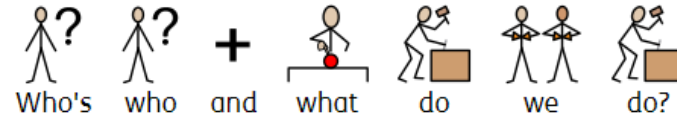


Information



Report

Who's who and what do we do?



- ▶ **Class teachers** have the responsibility for the achievement and progress of all children in their class. Class teachers are available to discuss any queries or concerns you may have. Please talk to them after school or contact them via the office.
- ▶ **Mrs Tamar Shanks** is our Assistant Head Teacher (Inclusion) and Special Educational Needs and Disabilities Coordinator (SENDCO) for both our Mainstream school and our Complex Communication Needs base. She can be contacted on SENDCO@gillinghamprimary.dorset.sch.uk or via the school office.
- ▶ **Mrs Sue Preston** (Mon-Wed) and **Mrs Ashlee Honeybourne** (Thurs-Fri) are our Head Teachers; they can be contacted on headteacher@gillinghamprimary.dorset.sch.uk or via the school office
- ▶ **Mrs Cathryn Cosh** is our Parent Support Advisor; she is able to support our parents with many aspects of family life, from routines to behaviour, benefits to accessing additional support. She can be contacted on office@gillinghamprimary.dorset.sch.uk or via the school office
- ▶ We have a team of teaching assistants across our school. Our TAs have 4 key functions: facilitating the learning process including supporting emotional regulation, reinforcing learning and key skills, assessment and intervention. Our TAs support in class and deliver a range of interventions and provisions.
- ▶ Further useful contacts are listed at the end of this report

1. What kinds of special educational needs does Gillingham Primary provide for?



- ▶ This school provides for SEN and for disability as stated in the SEND Code of Practice (2014). We pride ourselves on being a fully inclusive school.
- ▶ A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. [A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.](#)
- ▶ The SEND Code of Practice divides SEN into 4 areas of need:
 - ▶ Communication and Interaction
 - ▶ Cognition and Learning
 - ▶ Social, Emotional and Mental Health
 - ▶ Physical and Sensory Needs
- ▶ [Special educational provision means educational or training provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England.](#)
- ▶ Disability: Many children who have SEN may have a disability under the Equality Act 2010 (a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities). This includes sensory impairments, such as a difficulty hearing or seeing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer as well as dyslexia and speech and language disorders.

1. What kinds of special educational needs does Gillingham Primary provide for? cont.

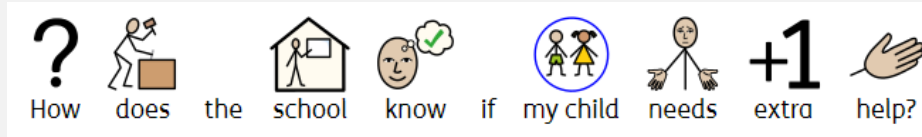
- ▶ Children with SEN **without** an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school in line with the school admissions policy. If a place is available, we will work with parents to meet their child's needs.
- ▶ For children **with** an EHCP, parents have the right to request a particular school by speaking to the Local Authority Provision Lead and the local authority must comply with that preference and name the school in the EHC plan unless:
 - ▶ It would be unsuitable for the age, ability, aptitude or special educational needs of the child or
 - ▶ The attendance of the child would have a negative impact on the education of others or/ and the efficient use of resources.
- ▶ If a parent asks for their child to be placed in our school, the local authority will send us a copy of the child's EHCP. We will carefully consider the child's needs and give our response as to whether we can meet them before the local authority names any school in the child's plan.
- ▶ In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

1. What kinds of special educational needs does Gillingham Primary provide for? cont.



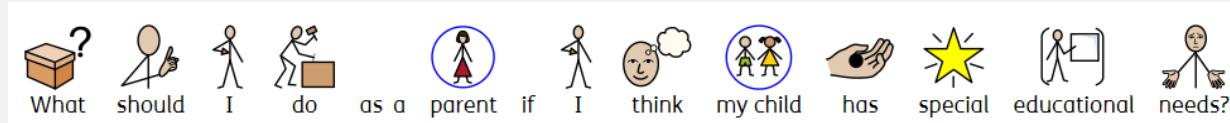
- ▶ Gillingham Primary has a [Complex Communication Needs \(CCN\) Specialist Resourced Provision, Sky Base](#).
- ▶ Our CCN specialist resourced provision is for children and young people who may need more specialist help than is typical but who can still benefit from being part of a mainstream school environment.
- ▶ Pupils attending SRP for C&I are part of a mainstream school. They will have difficulties understanding or using spoken language, including vocabulary, grammar, or sentence structure. They may find challenge in social communication, interpreting non-verbal cues and engaging in reciprocal interactions. The broad aim of the SRP for C&I is to enable pupils to access a mainstream curriculum in a supportive environment where their needs are met by staff who understand their difficulties and can provide individual programmes of learning.
- ▶ A child may be referred to the Dorset SEN panel to seek a place within the CCN base only if
 - ▶ a) the child's primary need is significant communication and interaction, including social communication difficulty and this impacts on their social interaction and inclusion and
 - ▶ b) they have an Education and Health Care Plan.
- ▶ The child will need to meet a range of criteria including (but not limited to) severe language and social interaction difficulties that do not indicate solely a speech and language difficulty and the child can access a suitably differentiated mainstream curriculum. Generally, children in our Inclusion Hub should be integrating with their mainstream class for at least 50% of their learning.
- ▶ A child may meet the entry criteria but not be offered a place in the CCN base because there may not be a place available.

2. How does the school know if my child needs extra help?



- ▶ Class teachers evaluate teaching and learning in their lessons and consider whether children are making expected progress throughout the lesson.
- ▶ Children are assessed termly and their attainment and progress is monitored by their teacher, the SENDCO and the Senior Leadership Team (SLT).
- ▶ If a class teacher has concerns about a child, he or she will contact parents to discuss.
- ▶ Should concerns continue, the class teacher will discuss these with the SENDCO.
- ▶ Concerns may be raised by parents with the class teacher.
- ▶ Our children are encouraged to ask for help and support for themselves too. We model this and celebrate children's ownership of their learning in all aspects of their development.

3. What should I do as a parent/carer if I think my child has special educational needs?



- ▶ If you think that your child may have special educational needs, the first person you should talk to is your child's class teacher. You can contact them via the year group email, via the school office or by telephone 01747 823245 to arrange a meeting.
- ▶ You can also contact the school's SENDCO, Mrs Tamar Shanks, by email SENDCO@gillinghamprimary.dorset.sch.uk or via the office or by telephone 01747 823245

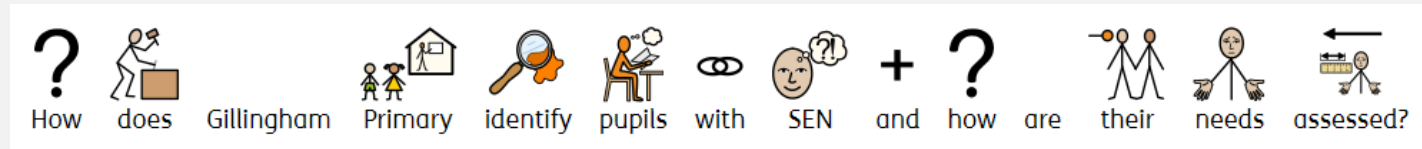
We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

4. How does Gillingham Primary identify pupils with SEN and how are their needs assessed?



The school's SEN policy, available on the school website (<http://www.gillinghamprimary.dorset.sch.uk>) gives detailed information on how needs are identified.

What is a Graduated Approach?

- The SEND Code of Practice expects barriers to learning to be removed or overcome by measures put in place to enable effective educational provision to be available and accessible to all. Where a child is identified as having a special educational need and/or disability, a cycle of support must be in place. This cycle includes four stages of Assess, Plan, Do and Review. By following this cycle, we will be able to continuously adapt support to meet the child's needs and secure good outcomes. This defines a graduated approach.

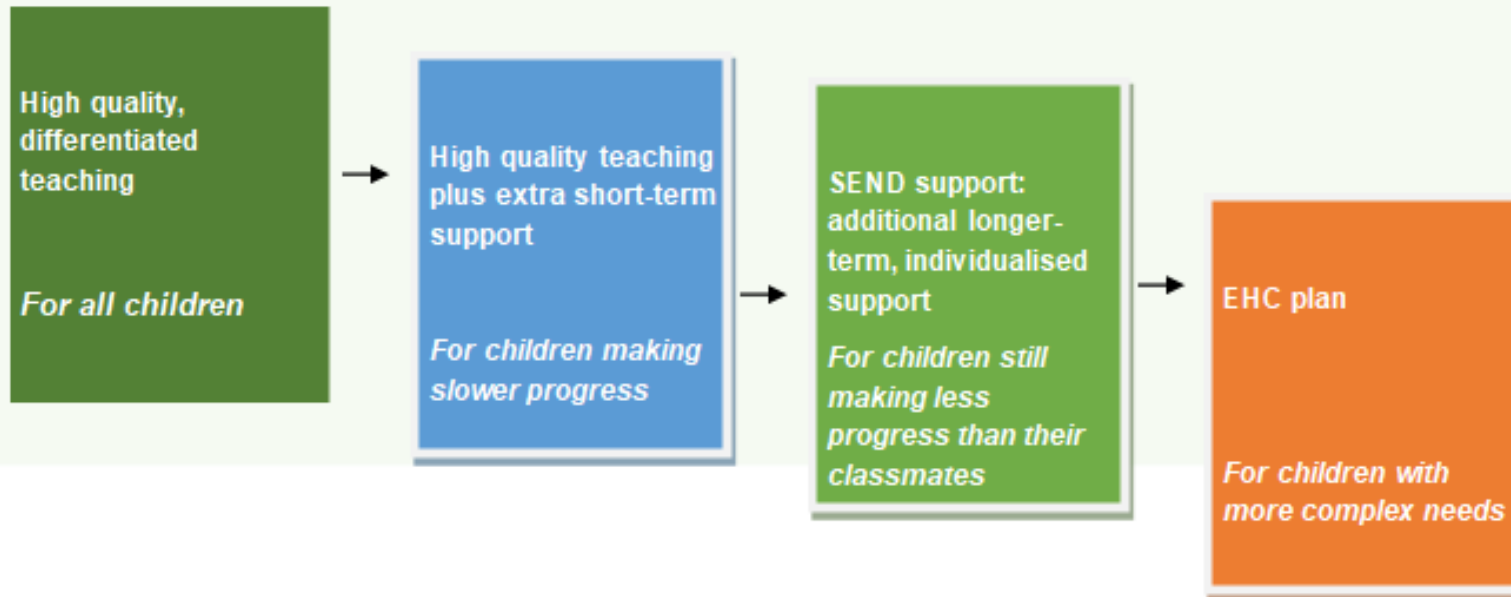


4. How does Gillingham Primary identify pupils with SEN and how are their needs assessed? cont.

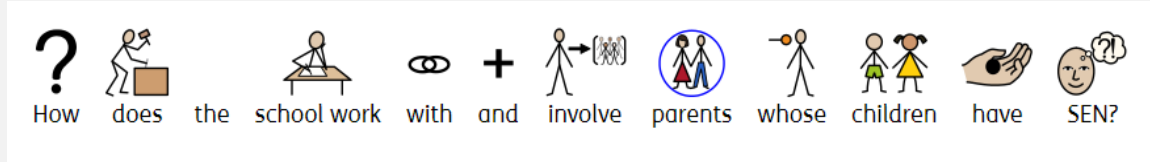
- ▶ We identify children who have SEN through a range of means, including:
 - ▶ Information collected while teaching and intervening using an assess/ plan/ do/ review process
 - ▶ Assessment tools such as screening tests, toolkits, entry and exit data, standardised formal assessments
 - ▶ Strengths based assessments and observations using a shared language to assess barriers to learning and identify and value existing strengths which could be used to overcome or, where possible, remove barriers to learning
 - ▶ Assessing over time through both informal assessment for learning and formal standardised assessments which evidences that children are making slower progress than expected.
 - ▶ Working in partnership with families who tell us they are worried about their child's learning or development
 - ▶ Seeking further information through a referral to outside agencies such as school health, speech and language, paediatrics, children's social care etc. to identify further needs.
- ▶ 'Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.' SEND Code of Practice, January 2015

4. How does Gillingham Primary identify pupils with SEN and how are their needs assessed? cont.

We implement a graduated response to Special Educational Needs in our school. We assess, plan, do and review in order to ensure each child receives quality first teaching alongside targeted provision and support that is best suited to their needs.



5. How does the school work with and involve parents / carers whose children have SEN?



- ▶ “Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.” (Rita Pierson, educator)
- ▶ At Gillingham Primary School we take a person-centred approach to our assess-plan-do-review cycle for our children with special educational needs. All parents are part of our school community, and their views and opinions are important and valued by our staff.
- ▶ All parents have information sessions and/or leaflets so that they understand the upcoming learning for their child’s year and they are actively encouraged to join in with supporting their child’s home learning. As part of our curriculum, parents and carers are encouraged to join their child for in-school events such as regular Learning Showcase events in class.
- ▶ Parents have the opportunity to meet in person (or virtually) with teachers at least each term to share and discuss their child’s learning. Parents can also request additional meetings or phone calls and can communicate regularly through the school office email or Insight.

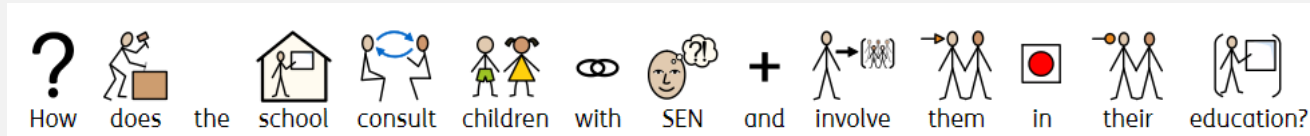
5. How does the school work with and involve parents / carers whose children have SEN? cont.

- ▶ Every child with SEN has their own [Learning Support Plan](#) or [one page profile](#). Each Support Plan identifies personal targets for learning and the short steps and provision needed to help the child progress. One page profiles identify provision that needs to be consistently and routinely in place for children who do not need a full support plan.
- ▶ The support plans for children with an Education and Health Care plan will have identified long and short-term outcomes, and provision will reflect both ongoing adaptations and short term interventions as appropriate from their EHCP. We use Insight, a secure online platform, to manage all SEN plans and provisions. This allows parents to view and collaborate at any time as well as through meetings in person.
- ▶ Parents / carers will have the opportunity to feed their opinions and knowledge of their child into support plans and agree the way forward. At subsequent meetings, parents / carers will review with staff progress made, as well as planning for the next term.

5. How does the school work with and involve parents / carers whose children have SEN? cont.

- ▶ Our Assess - Plan- Do- Review cycle is planned to coincide with parent teacher consultations for all pupils. Staff collaborate to review existing and plan new targets and provision in advance of consultation evenings, so that parents/ carers can engage in joint discussions around provision, progress and next steps having already had access to updated plans on Insight. Further meeting time is available on request; hard copies of any paperwork can also be provided, and parents/ carers can contribute directly online in Insight.
- ▶ Children with [Education, Health and Care plans](#) will additionally have a person-centred [Annual Review](#) in which parents, children, school staff and other relevant professionals can review progress, needs and provision collaboratively, ensuring timely planning of next steps or identification of changing needs.
- ▶ Parents may email the SENDCO, class teacher or head teacher via the email addresses at the beginning and end of this report.

6. How does the school consult children with SEN and involve them in their education?



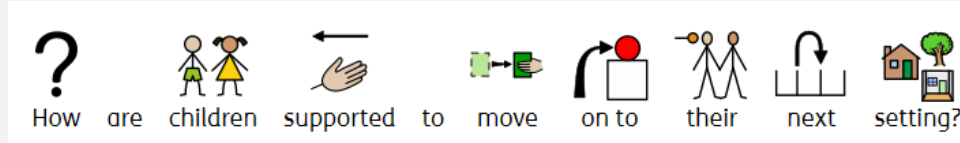
- ▶ Our school works to ensure that **all** children take a full and active role in their learning, including children with SEN. We want all our children to **enjoy, engage and excel** throughout their time at Gillingham Primary School. We encourage and model ownership of their learning.
- ▶ The views of children with SEN are sought and incorporated into their individual Support Plans, both when agreeing outcomes and when reviewing progress.
- ▶ Children with SEN are fully included in all areas of school life and access the same opportunities to express their views and opinions alongside their peers. Children are encouraged to join clubs, sporting opportunities and School Council, for example.
- ▶ The SENDCO may also the views of children with SEN about their learning and feeds this back to wider staff to support efficient provision where relevant.
- ▶ Person centred planning assumes that the child and their family are experts in their own lives. Everyone who is part of a person-centred plan needs to be clear about their roles and what they can and can't influence. **We believe that best outcomes for children are supported by strong and mutually supportive home-school partnership and communication.**

7. How does the school report to parents/carers of pupils with SEN?



- ▶ Termly opportunities for parents/ carers of all children with SEN to discuss SEN Support Plans are provided in line with our core parent teacher consultations offer for all families.
- ▶ For those with an [Education and Health Care plan](#), staff and parents may keep in more regular touch, as appropriate, through use of eg a home school book, email, telephone or debriefs at the end of the school day. An [Annual Review](#) meeting to share progress towards key objectives is planned well in advance for all EHCP pupils, and additional Reviews or Team Around the Family meetings are arranged as required.
- ▶ Termly reports on progress, attendance and attitude to learning for all children are part of our core offer, through parent consultations and an annual written report.
- ▶ Children can ask to photocopy and bring home key pieces of learning of which they are especially proud, in addition to school staff offering this.
- ▶ Parents are able and encouraged to contact their child's class teacher should they have any information or views to share to support their child's progress.

8. How are children supported to move onto their next setting?

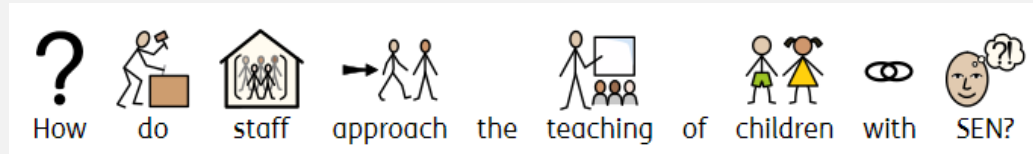


- ▶ At Gillingham Primary we place great importance on [pastoral support](#) and ensuring successful transitions. A number of strategies are in place to enable effective pupils' transition. These include:
 - ▶ [On entry:](#)
 - ▶ A planned induction programme is delivered in the summer term to support transfer of reception pupils starting school in September.
 - ▶ Parent / carers are invited to a meeting with staff and provided with a range of information to support them in enabling their child to settle into the school routine.
 - ▶ The SENDCO is available to meet with parents of children who are known to have SEN to support and plan for a positive transition into reception year.
 - ▶ A baseline assessment is completed for all new reception children within the first few weeks and any needs identified are planned for.
 - ▶ Personalised induction arrangements are discussed on an individual basis to meet specific need
 - ▶ Our CCN RP also offers an enhanced induction programme to support children and families with transition to our school
 - ▶ [For children transferring at a time other than starting reception:](#)
 - ▶ We will ensure we request full records from the previous school and follow-up as appropriate with key staff
 - ▶ We will organise an initial meeting with parents in order to ensure transition is as smooth as possible

8. How are children supported to move onto their next setting? cont.

- ▶ For those children transferring to secondary (KS3):
- ▶ The school will liaise with the new school to pass on information about any special arrangements or support that a child may need.
- ▶ All records will be sent to the child's new school as soon as it is confirmed that the child has been officially registered.
- ▶ If a child is particularly vulnerable, the SENDCO of the two schools may arrange additional visits and/or enhanced transition arrangements for the child in agreement with the new setting and parents.
- ▶ When a child has an Education, Health and Care Plan, their receiving school (if known) will be invited to attend their annual Person-Centred Review.

9. How do staff approach the teaching of children with SEN?



- **Our Vision for learners with SEND**
- At Gillingham Primary School, we pride ourselves on our inclusive culture and a sense of belonging for all our children and their families.
- We ensure all children's needs are met through high quality, adaptive first teaching and planning that enables all our children to access a rich and relevant curriculum.
- All our teachers are teachers of special educational needs. Our staff are highly trained, passionate and effective professionals who are well qualified and experienced in meeting the needs of all our learners.
- At Gillingham Primary School we believe in early identification of any special educational needs. Rigorous tracking and monitoring, early identification and swift intervention are key. We work in partnership with parents and wider professionals to ensure a timely, strengths based and considered response to meeting every child's needs.
- Our collective goal is to increase the progress and attainment of all our pupils through inclusive practice which overcomes or removes all barriers to learning. We have high expectations of every teacher in ensuring all classrooms are fulfilling their responsibilities for pupils with SEND.

9. How do staff approach the teaching of children with SEN? cont.

- ▶ All children are provided with high quality teaching that is adapted and scaffolded to ensure they can access at a suitable level of challenge. All of our class teachers are teachers of SEN in line with the Code of Practice 2014. The quality of teaching provided to children with SEN is monitored through a number of processes that include:
 - ▶ Learning walks and observations by senior /middle leaders, subject leaders and external verifiers
 - ▶ Ongoing assessment of progress made by children with SEN
 - ▶ Work sampling / scrutiny to ensure that pupils are working at the appropriate level of challenge and support.
 - ▶ Discussions with children with SEN
 - ▶ Termly SEN Workshops for staff to liaise with SENDCO for guidance and advise about provision to meet SEN needs
 - ▶ Attendance and behaviour records
 - ▶ Intervention records.

9. How do staff approach the teaching of children with SEN? cont.

- ▶ Children with a disability will be provided with **reasonable adjustments** (such as auxiliary aids and services) to overcome any barriers experienced in school to increase their access to the curriculum.
- ▶ Children's progress is tracked and those not making expected levels of progress are identified quickly. The progress of these children is analysed and discussed so that appropriate action and support can be identified and put in place.
- ▶ The core purpose of our self-evaluation, data collection and monitoring is that teaching, leadership and learning improves as a result.

We are guided by EEF's summary of recommendations for Special Educational Needs in mainstream schools

(updated July 2026)



Special Educational Needs in Mainstream Schools Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception.



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.

Schools should:

- Promote positive relationships, active engagement, and wellbeing for all pupils.
- Ensure all pupils can access the best possible teaching.
- Adopt a positive and proactive approach to behaviour, as described in the EEF's *Improving Behaviour in Schools* guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs.



- Schools should aim to understand individual pupil's learning needs using the graduated approach of 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching in schools.

3

Ensure all pupils have access to high quality teaching.



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils:
 - flexible grouping
 - cognitive and metacognitive strategies
 - explicit instruction
 - using technology
 - scaffolding

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions.



- Small-group and one-to-one interventions can be a powerful tool, but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report *A School's Guide to Implementation*.

5

Work effectively with teaching assistants.



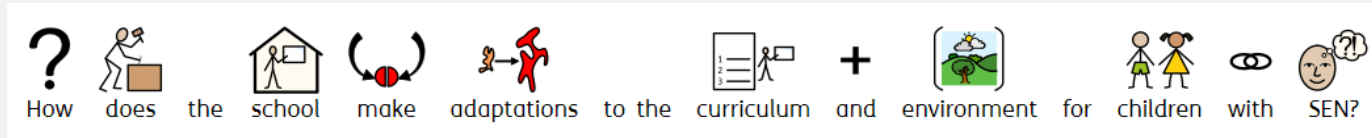
- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report *Deployment of Teaching Assistants* provides detailed recommendations.



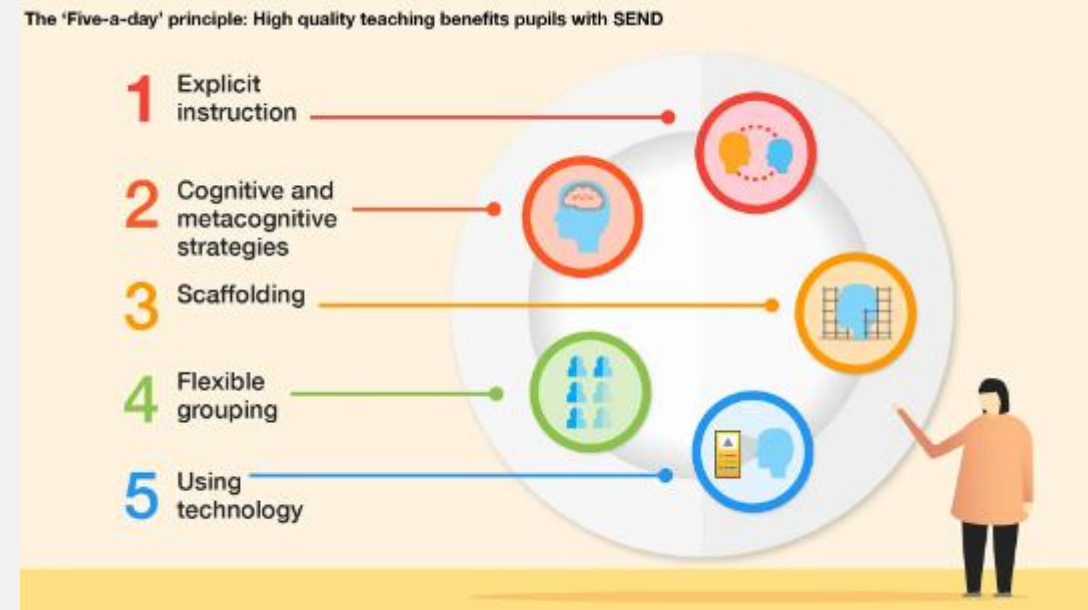
Read more

Special Educational
Needs in Mainstream
Schools guidance report

10. How does the school make adaptations to the curriculum and environment for children with SEN?



- ▶ At Gillingham Primary School we prioritise 5 key evidence-based strategies to support high quality teaching for pupils with SEND (as recommended by EEF Sept 2021):
 - ▶ **Scaffolding** - this could be verbal, visual or written - for example, a writing frame, a word bank or concrete resources in Maths
 - ▶ **Explicit instruction**- for example worked examples or modelling “thinking” aloud
 - ▶ **Cognitive and Metacognitive strategies** - chunking tasks into smaller “bites” of learning, for example
 - ▶ **Flexible grouping** - pre-teaching vocabulary for instance
 - ▶ **Using technology** - for example, using a visualiser to model worked examples

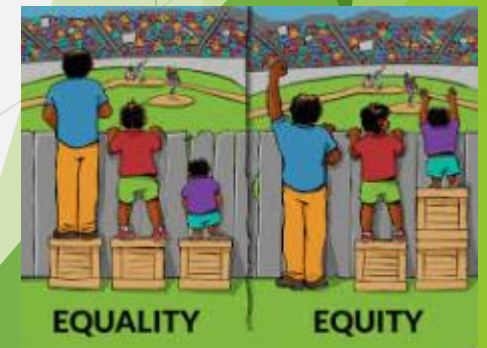


10. How does the school make adaptations to the curriculum and environment for children with SEN? cont.

- ▶ We place **oracy** at the centre of good practice and promote 5 ways to scaffold classroom dialogue for all our learners, supporting our SEN children to communicate well and further their learning through classroom discussion

Full Sentences	Step-up the vocab	Sequence the ideas	Express an opinion	Comparison and analysis
----------------	-------------------	--------------------	--------------------	-------------------------

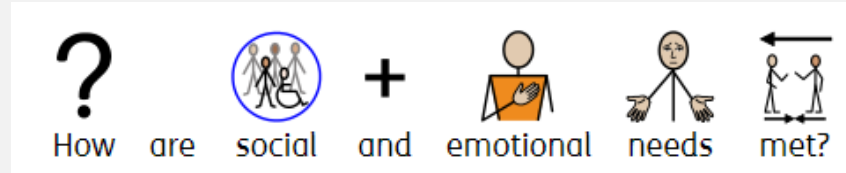
- ▶ Teachers plan with a good understanding of their children's prior achievement so that the teaching and learning is at the right point for each group of learners, including those with SEN.
- ▶ **Teachers take into account every child's individual needs** and ensure that appropriate resources and support are available.
- ▶ In the moment feedback and adaptation ensures children make progress within the lesson and misconceptions are swiftly addressed.



10. How does the school make adaptations to the curriculum and environment for children with SEN? cont.

- ▶ The environment is adapted for the very few who require some modification to enable them to focus and access their learning. Advice is sought from the Local Authority and or other agencies when further adaptations are required.
- ▶ In addition, and if specialist assessment indicates it would be supportive, children may be provided with specialist equipment or resources such as ICT and/or additional adult support.
- ▶ If, despite intervention and additional support, children's progress rates remain concerning, advice will be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken with the permission of parents/ carers. These may include but are not limited to the following agencies:
 - ▶ Local authority specialist teachers
 - ▶ Children's social care
 - ▶ Local authority Early Help
 - ▶ Health partners such as Children and Adolescent Mental Health Services, school nursing, paediatric speech and language therapists, paediatrics, occupational therapists.
 - ▶ Outreach from Special school colleagues
- ▶ For some very few children whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education and Health Care Plan being provided. Parents/carers agreement and collaboration will always be sought.

11. How are social and emotional needs met?



The **ZONES** of Regulation®

BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad Sick Tired Bored Moving Slowly		Happy Calm Feeling Okay Focused Ready to Learn		Frustrated Worried Silly/Wiggly Excited Loss of Some Control		Mad/Angry Terrified Yelling/Hitting Elated Out of Control	

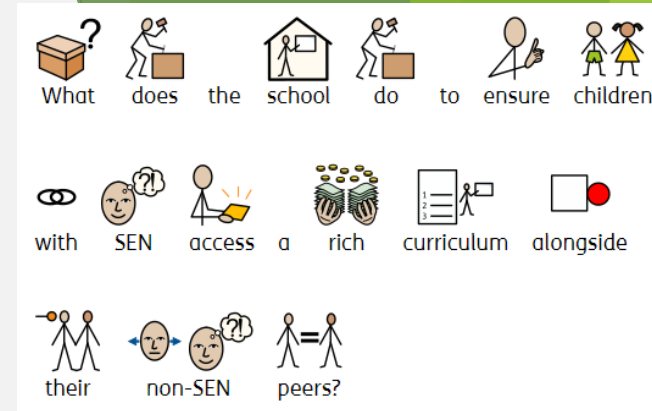
- ▶ We believe that children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.
- ▶ We teach and promote a [prosocial behaviour curriculum](#) for all our pupils, and believe in relational practice and therapeutic responses to needs. We use the Zones of Regulation throughout our school to develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. We use Stormbreak, an online digital learning platform, and resources such as digital backpacks, to further promote mental well-being and self care.
- ▶ In addition to the support and curriculum universally in place for our pupils and families we offer Emotional Literacy Support (ELSA) which is flexible to meet many social, emotional and mental health needs and includes structured interventions and 1:1 bespoke provision. We may suggest interventions such as Learning Mentor support, additional meet and greet time, social skills interventions, Lunchtime club, use of social stories, nurture.
- ▶ We may suggest support from other agencies such as our Mental Health In Schools Team or Dorset Families Matter by discussing with parents/carers and seeking permission first. Equally parents/carers with concerns around their child's social and emotional needs are encouraged to talk to us so we can work together to offer the best support and approach.

12. What training do staff have to provide for the needs of SEN children and how is further expertise accessed?



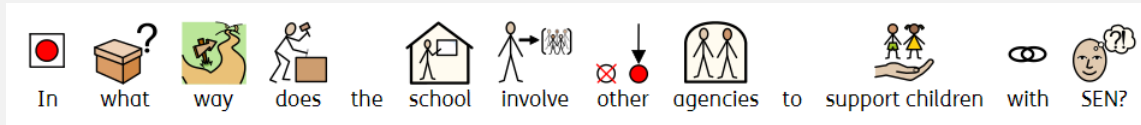
- ▶ Gillingham Primary School provides training and support for all our teaching staff, based on the needs of the pupils within school. Staff may be given more individualised training if they are supporting a pupil with a more specific need.
- ▶ Medical training to support pupils with medical care plans is organised as needed through liaison with the school health team.
- ▶ Our SENDCO has experience pre-dating the 2008 National Award threshold.
- ▶ The school has a qualified and Educational Psychologist supervised emotional literacy assistant (ELSA)
- ▶ The CCN specialist teacher and supporting staff have considerable experience working with students with complex communication needs.
- ▶ Our CCN team regularly engage in Supervision solution circles with our Educational Psychologist and Local Authority link specialist teacher
- ▶ Support staff are regularly updated with professional development opportunities. Further professional development opportunities are offered both by Pickwick Academy Trust and by the Local Authority in addition to our in-house professional development.
- ▶ Where staff require additional support and expertise to meet children's needs, the SENDCO will seek advice and guidance from the local authority's specialist teachers and or colleagues in health and children's social care.

13. What does the school do to ensure children with SEN access a rich curriculum alongside their non-SEN peers?



- ▶ Children with SEN access a broad and balanced curriculum just as their non-SEN peers do. Our school provides first quality teaching and support which enables SEN children to fully access the curriculum. Our progressive curriculum is designed to support all of our learners to make progress. We recognise that our pupils with SEN may have relative strengths and talents in other curriculum areas and it is important that our children have the opportunity to pursue their interests, build their skills and knowledge and demonstrate they are lead learners in these areas. Being able to learn and work to their strengths is also important for their self esteem and wellbeing.
- ▶ This support can include (but is not limited to) the following:
 - ▶ Planned learning with a suitable level of challenge and scaffold to enable success for all learners.
 - ▶ Supporting mechanisms to enable children to record their written work such as sentence starters and “scaffolding” sheets or visual aids.
 - ▶ Metacognition strategies to support self-regulated learning
 - ▶ Modified language and visual support
 - ▶ Pre- teaching of new learning and core vocabulary
 - ▶ Small group support or intervention from teachers or teaching assistants
 - ▶ Effective use of IT eg Clicker
 - ▶ Intervention programmes for speaking and listening, handwriting, reading, spelling and maths. For the very few with an Education and Health Care plan, support for specific programmes such as Occupational Therapy from a teaching assistant.
 - ▶ Emotional Literacy Support Assistants and Learning Mentor support
 - ▶ Nurture based Lunchtime alternative provision and after school clubs.
 - ▶ Support from advisory specialist teachers eg hearing, visions, social communication, specific learning difficulties, behaviour

14. In what way does the school involve other agencies to support children with SEN?



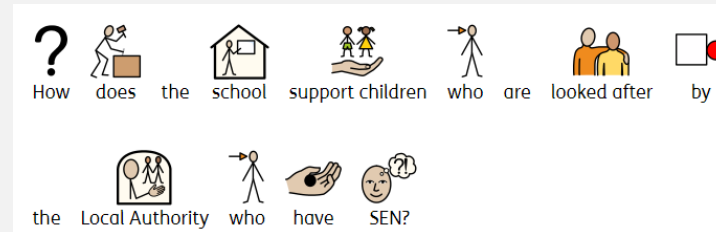
- ▶ The school's SENDCO works closely with internal colleagues and outside agencies in order to support the varied needs of children who have SEN. The school has two joint planning meetings a year with SENDCO, Local Authority link specialist advisory teacher and link Educational Psychologist
- ▶ As part of Pickwick Academy Trust, the SENDCO can access support, advice and involvement of an additional Educational Psychologist. This supports early identification and intervention.
- ▶ We commission regular specialist Occupational Therapist and Speech and Language Therapist support for our pupils in our CCN resources provision.
- ▶ We commission regular specialist Play Therapist support for some children with social emotional and mental health needs.
- ▶ When a child's needs are complex and families require additional support, the SENDCO can request referral through the joint planning meeting to other agencies so that professionals can work together with families to meet a child's needs. This will always be with the agreement of parents and carers except where significant safeguarding concerns may arise.

Agencies the SENDCO might refer to include:



- ▶ Speech and Language services
- ▶ Children's Social Services
- ▶ Occupational Therapy and Physiotherapy
- ▶ Play Therapist
- ▶ Recognised providers of Alternative Provision
- ▶ Hearing and Vision Support Services
- ▶ Children and Adolescence Mental Health Services
- ▶ Community Paediatrician
- ▶ Outreach from Special School professionals
- ▶ Parenting support from Local Authority Early Help Services
- ▶ Home Start- parenting support.
- ▶ Local Authority Specialist Teachers
- ▶ Educational Psychologist.
- ▶ School Health and Paediatrics
- ▶ Safer Schools and Communities Team (Police)
- ▶ Mental Health in Schools Team

15. How does the school support children who are looked after by the local authority who have SEN?



- ▶ The school recognises that children who are “looked after” and have SEN are particularly vulnerable and need additional care and support. The school has a designated professional who looks after the interests of children who are looked after. **The school’s designated teacher for Looked After Children is Mrs Preston.**
- ▶ A short time after a child comes into the care of the local authority the school will work with the child, foster carers, social worker and the local authority to draw up a **Personal Education Plan** (PEP). This is an agreed plan of action and support which is regularly and formally reviewed to help the child make progress, feel emotionally secure and included.
- ▶ Depending on a child’s level of need, the plan could include access to an Emotional Literacy Support Assistant or specialist intervention from outside professionals. The school may draw on funding from the local authority to ensure that looked after children with SEN access the full range of opportunities in school and in the wider community as their peers.

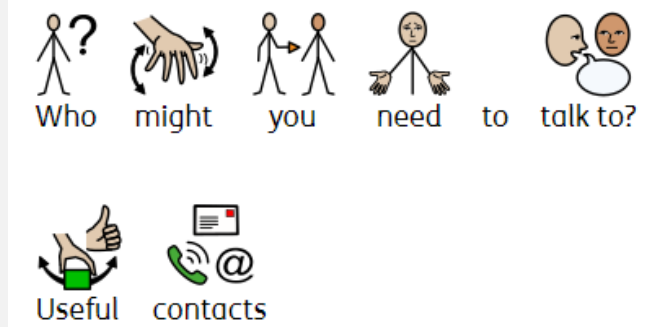
16. How are the school's resources allocated and matched to need?



- ▶ Resources are allocated on a **needs-led** basis; children with more complex needs will require more support.
- ▶ **Each and every child at Gillingham Primary is unique** and children will require different levels of support at different times in order to help them to feel happy, make progress and achieve their potential. We aim to regularly review the support we have in place so that it is directed at the children who need it most.
- ▶ **For a child with an EHCP**, provision outlined in the plan will be delivered either as an ongoing support or as a time bound, reviewed intervention in line with progress and targeted areas of learning and development. Any funding attached to the plan will be used to support, for example, provision, staff training, physical resources, the use of technology, support from outside agencies and also adult support in the classroom.
- ▶ **Pupil Progress Meetings** between key staff review the progress of all children. We review and evaluate our resources and provision to ensure effective support and deployment of staff.
- ▶ Regular SEND workshops between class teacher and SENCO inform and support the Assess Plan Do Review (APDR) cycles and resource allocation as part of a graduated approach.

17. Who might you need to talk to?

Useful contacts:



- ▶ If parents or carers have information to share or wish to voice a concern they should speak to the class teacher as the first point of contact. They know the children in their care best and in most cases, they can answer any issues a parent / carer may wish to discuss. Parents/ carers can email class teachers via the school office email address. Should parents or carers feel they need a further conversation, they should speak to the Headteacher or SENDCO, who will be very happy to help you.
- ▶ Gillingham Primary School (part of Pickwick Academy Trust):
 - ▶ Headteachers: Mrs Preston (Monday - Wednesday) and Mrs Honeybourne (Thursday- Friday)
headteacher@gillinghamprimary.dorset.sch.uk 01747 823245
 - ▶ Assistant Head Teacher and SENDCO: Mrs Shanks SENDCO@gillinghamprimary.dorset.sch.uk 01747 823245
 - ▶ SEN Governor: to be confirmed office@gillinghamprimary.dorset.sch.uk 01747 823245
 - ▶ Parent support advisor: Mrs Cosh office@gillinghamprimary.dorset.sch.uk 01747 823245
- ▶ Dorset Council:
 - ▶ Dorset Local Offer: [SEND Local Offer - Dorset Council](#)
 - ▶ Dorset Local Authority SEN Provision Lead: Jane Frost jane.frost@dorsetcouncil.gov.uk 01305 228545
 - ▶ SEN team at Dorset Local Authority: northlocality@dorsetcouncil.gov.uk 01258 474036
 - ▶ Dorset Education Advice Line (DEAL) is a phone line for parents, carers and professionals who support children who may have special educational needs and disabilities (SEND). This advice line is part of our Local Offer to children, young people and families and will work alongside existing services such as SENDIASS and the Education Psychology helpline. Freephone 0800 14 040 41
 - ▶ Dorset Educational Psychologists Helpline: [Educational psychologists - Dorset Council](#)
- ▶ North Dorset SENDIASS (independent support for parents) dorset.sendiass@family-action.org.uk tel:01305 595477