# Gilthill Primary School SEN Information Report 2026

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| Author of report | Mrs Sarah Cregan |
| Headteacher | Mrs Nicholla Allison |
| SENCo | Mrs Sarah Cregan |
| Nominated SEN Governor | Mrs Susan Oliver |

**Gilthill Primary School's approach to supporting pupils with Special Educational Needs**

At Gilthill Primary School we are committed to making learning accessible and inclusive for all pupils including those with Special Educational Needs and Disabilities (SEND), If any pupil in our school has a barrier to learning, we will endeavour to ensure that there are the best opportunities for them to take part in every aspect of school life. Our SEND policy outlines our clear graduated response to SEND. This consists of quality first teaching, identifying concerns, and setting targets following the assess, plan, do, review cycle. Where more support is needed, the SENCO will refer to relevant services (eg: Schools and Families Specialist Services (SFSS), Healthy Families Team, Community Paediatrics). If any pupil at Gilthill has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life. We make provision for pupils with learning, physical, communication and emotional needs.

As a school, we have an "open door" policy and encourage parents to discuss any concerns they may have, as and when they occur, in person with their child's class teacher. Parents Evenings are held each term term, to discuss all aspects of the children's progress. In the Summer term, all parents receive an end of year written report, detailing progress within all areas of learning. Review meetings for children with SEN are held termly or more often if needed.

**What kinds of SEN does the school make provision for?**

As a mainstream school we strive to be as inclusive as possible. We make provision for pupils with learning, physical, communication and emotional needs. If any pupil in our school has a barrier to learning, we will ensure that we provide them with the best opportunities for them to take part in every aspect of school life. We work closely with families and outside agencies, where appropriate, to help pupils thrive academically, socially and emotionally, ensuring they have equal opportunities to succeed alongside their peers.

**Identifying and assessing pupils with Special Educational Needs**

We acknowledge that all children are individuals and have different learning needs, some requiring additional support to help meet their needs or improve their learning. SEN provision throughout school is co-ordinated by the SENCO liaising where necessary with parents, pupils, school staff and specialist advisers from the Local Authority and Health Service. When identifying children with SEN we follow the clear guidelines set out in the SEN Code of Practice. Throughout Gilthill Primary School, we continually monitor and assess the progress of all children. Where expected progress is not being made, interventions are put in place to work on the identified difficulties.

Parents/carers are encouraged to share any concerns with the class teacher. The SENCO will become involved where appropriate.

**Evaluating the effectiveness of provision for pupils with SEN**

Our SENCO, supported by the Senior Leadership Team and SEN Governor regularly review the SEN

support that is in place and monitor the progress of children within our school. Through monitoring, observing and assessing a child's needs, the SENCO works together with the staff to put in place appropriate support and provision to meet identified difficulties. We welcome parent/carer support at all stages.

We closely monitor the progress of all children termly. In Autumn and Spring terms we hold Parents Evenings to discuss how children are doing. In the Summer term all parents will receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher.
Some children will have individual SEN targets which will be reviewed at least termly. Parents will be invited to these review meetings where targets will be reviewed and new targets agreed. Other professionals may be invited to review meetings where appropriate.

**Gilthill Primary School's teaching approach**

At Gilthill Primary School, we aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with a variety of learning styles and needs. The curriculum is adapted when required and reasonable adjustments are made to ensure children with SEN are included.

We focus on quality first teaching where class-based learning is adapted for all children in our school and work is differentiated to meet the needs of the pupils. Teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all pupils whilst addressing children's preferred learning styles. Some individual targets are supported within lessons by the class teacher or a Teaching Assistant; others may be supported outside the classroom through a specific intervention programme which may be delivered by a Teaching Assistant. Sometimes specialist programmes can be offered by outside agencies eg: speech and language.

**Funding**

Some children will need additional support for a set period of time to help meet their needs or progress in their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress or additional assessments carried out by school staff or other professionals. This additional support is monitored closely and discussed with parents and the child where appropriate. Some children will need additional support to ensure they have a smooth transition as they move through school into different classes or key stages. Some children require support for a longer period of time to ensure they can access the full curriculum effectively. Support will be planned by school staff and by external agencies where appropriate. Parents/carers will be kept informed about this support and it will be discussed at termly meetings or more frequently if needed.

School are required to provide the initial £6000 of any support. If additional funding is required, there is a bid process for AFN (additional family needs) or HLN (higher level needs) The SENCO bids for this funding, in most cases, on a yearly cycle. For HLN, the cycle changes and can last for anything up to 3 years. In cases where emergency funding is needed, the SENCO can put in an emergency funding bid

**Funding budget**

| Funding level: | What this equates to: | Funds (approx.) per annum | Number of children in receipt of this funding: |
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| AFN low | **Low**= approx. 30mins per day AFN<br>+ 1.25 hours per day ASN (additional school needs)<br>(8hrs 45 mins per week) | £2000 | 1 |
| AFN medium | **Med**= approx. 1 hrs per day AFN<br>+ 1.25 hours per day ASN<br>(11.25hrs per week) | £4000 | 0 |
| AFN high | **High**= approx. 1.5hrs per day<br>+ 1.25 hours per day ASN<br>(13hrs 45 mins per week) | £6000 | 4 |
| HLN 1 | **HLN** = approx. 2.5 hours per day<br>+ 1.25 hours per day ASN<br>(18.75 hours per week) | £11,000 | 1 |
| Early Years bridge funding | approx. 1 hrs per day AFN<br>+ 1.25 hours per day ASN<br>(11.25hrs per week) | £4,000 | 0 |

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**Inclusion in activities**

When outdoor activities are undertaken, whether in school or as part of a school trip, we believe all children have the right to be included. If required, specific risk assessments are carried out. Additional support may be required as well as discussions with parents of children with SEN to ensure their views are considered**.**

**Wellbeing**

The social and emotional well-being of all our pupils is a priority. Where appropriate, plans are put in place to support a child's well- being following consultation with pupils and their parents/carers. We follow guidance from trained health professionals to meet additional health, medical and personal care needs of individual children. School staff are trained as appropriate to meet these needs. Where a child has complex needs requiring complex arrangements, they may undergo a Statutory Assessment Process known as an Education Health Care Plan (EHCP) formally known as a statement. This process is for our children with the most complex needs or where additional clarity is needed around the planning and provision. An EHCP can be requested by school, parents or other professionals.

We actively encourage all children to participate fully in all aspects of school life and, wherever possible, we endeavour to involve children in the setting and reviewing of their targets.

**Training**

A variety of training is undertaken on rolling programme. This can either be in house or through external sources. Examples include: training packages provided by the East Midlands Education Support Service and by the Schools and Families Specialist Service (SFSS) These include a wide variety of learning and cognition needs, physical and medical updates, safe handling, communication and interaction) and SENCo training networks.

**Specialist services and expertise available**

Schools and Family Specialist Services (SFSS)
Educational Psychology Service
The Healthy Families Team
Family Support
Social, Emotional and Mental Health Team
Social services
Targeted support
Complex Case resolution
Speech and Language Therapy (SALT)
Community Adolescent Mental Health Services (CAMHS)
Multi Agency Support Hub (MASH)
Voluntary Organisations
PDSS (Physical Disability Support Service)
These can be found on the Nottinghamshire Local Offer website.

**Facilities and accessibility**

Where possible we source equipment or complete necessary funding applications to provide any equipment that is deemed necessary in order to support children in school. We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. Our school site is wheelchair accessible, there are disabled toilet facilities including space to accommodate changing and we have a hearing loop. We use symbols and visual timetables within each classroom.

Risk assessments are in place to ensure the safety of all staff and children.

**Concerns**

If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our SENCO or Headteacher. If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure which can be found on our school website. This is also available in a variety of formats on request.

**The Governing Body**

The governing body delegates the day-to-day organisation and liaison to the SENCO and Headteacher who report back to the full governing body on a termly basis.

**Additional support**

If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our SENCO or Headteacher. School will sign post parents to the local offer site.
Parents can also gain support and advice from the Local Authority SEND local offer
https://www.yournottsdirectory.org.uk/nottinghamshiresendlocaloffer

**Transition**

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEN, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any external agencies that are providing existing support.

All children have the opportunity to meet their new class teacher and to familiarise themselves with their new environment. Class teachers liaise with each other to ensure that information is shared. In addition to this, pupils with SEN may also have additional visits and time with their new teacher. Our Year Six pupils attend induction visits to their new Secondary Schools and additional transition programmes are sometimes available for children who require additional visits. Information is shared with the new setting.

## SEND school profile

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| Total percentage of pupils with SEND across the school | 5.3% |
| Total percentage of pupils with Communication and Interaction needs across the school | 2% |
| Total percentage of pupils with Cognition and Learning needs across the school | 1% |
| Total percentage of pupils with Sensory and Physical needs across the school | 0.5% |
| Total percentage of pupils with Social, Emotional and Mental Health needs across the school | 1.5% |
| Percentage of pupils with education, health, and care (EHC) plans across the school | 2% |

Report date: September 2026 Review date: September 2027