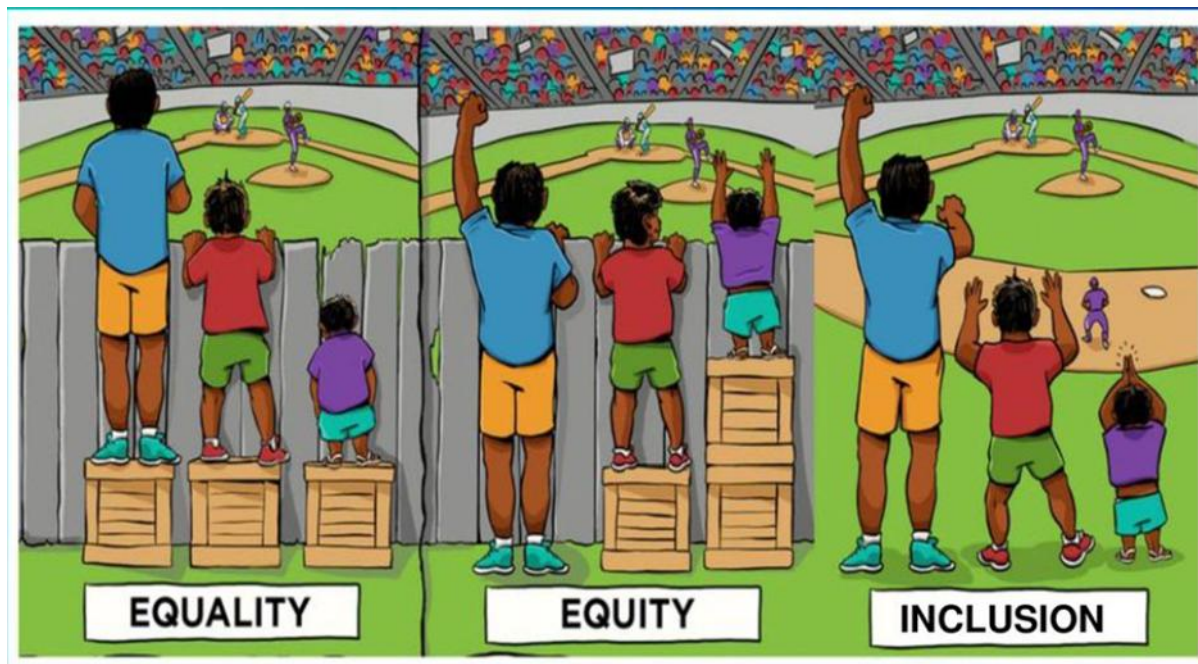


Gateford Park Primary School's Inclusion Statement

At Gateford Park Primary School we believe that every child deserves to be safe and loved, have a healthy and happy childhood, be free from harm, and have the chance to make the most of their talents and fulfil their potential.

Gateford Park Primary School has an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We do this by removing barriers to learning and participation, providing an education that is appropriate to pupils' needs, and promoting high standards and the fulfilment of potential for all pupils. We create a positive and supportive environment for all pupils without exception.



Mrs Hibbert is our leader of Inclusion. She works together with the wider staff team and local professionals to ensure the highest possible outcomes and expectations for pupils with SEND at our School.

Please contact the team:

By phone 01909 478681 or via email: senco@gateford.notts.sch.uk

Our SEND governor is Geoff Young.

We aim to provide an environment in the school where all children can access a broad and balanced education and achieve their full potential. We ensure that pupils are given the appropriate learning opportunities and that a range of provisions are put in place to engage pupils in a full range of activities and to overcome barriers to their learning.

We ensure that all pupils are fully integrated in the school community and engage in school activities and that reasonable adjustments are made so that children with SEND are not at a disadvantage compared to other pupils.

The teaching and learning requirements of all children with SEND is primarily the responsibility of the class teacher. This reflects the principle that SEND (provision for children with special needs and disabilities) is a whole school issue and a recognised aspect of all curriculum planning.

We aim for early identification of any special educational needs and disabilities, and this process starts from the first day children enter our school. If a child is attaining lower than age related expectations or progress is slower than expected/usual for the child, but it is felt that the child doesn't have any specific needs, then appropriate intervention is planned for within the classroom and are recorded in our intervention records.

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If we suspect a child might have SEND, then we talk to the people who know the child best- the parents/carers. In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future. This forms the starting point for future support planning.

With the permission of parents we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs.
- Provide advice to schools on how to best support the child.
- Suggest resources that would help the child make progress.

If your child has Special Educational Needs our SENCO will:

- Ensure the right support is put in place for each child.
- Advise other teachers and teaching assistants on how to help each child and ensure they have an up to date Support Plan detailing how their needs will be met in school.
- Arrange training for staff so they understand each child's needs.
- Work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have.
- Work with all other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapist /medical professional/educational psychologist.

Supporting Parents

If parents or guardians have a worry or concern about their child's learning, emotional well-being or social interaction, they should contact a member of staff to discuss these further (this would normally be the child's class teacher in the first instance).

Where there is a need, that cannot be accessed within or by school, advice and sign posting can be given to agencies and services, who will be able to provide support.

We ask that parents support school by communicating any difficulties that their child/ren may be experiencing.

Please feel welcome to drop into school or make contact via the school office on 01909 478681

What is "The Local Offer?"

It sets out the support available in the local area for children and young people with SEN and/or disabilities (including those without an education, health and care (EHC) plan).

Local authorities (LAs) have a statutory duty to develop a local offer and publish it on their website.

This is so they can:

- Provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it
- Make sure the provision responds to local needs and aspirations

The local authority will work with the local community, children and young people with SEND, and service providers (including schools).

What kinds of special educational needs does the school/setting make provision for?

- Cognition and Learning needs

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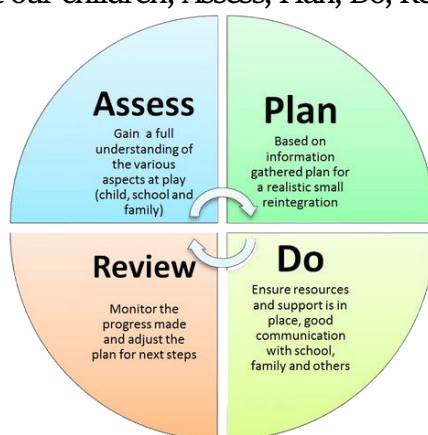
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- Communication and Interaction needs
- Sensory, physical and/or medical needs
- Anxiety related needs
- Behavioural, emotional and social needs.
- Emotional, mental health and well-being

How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

We have an inclusion for all philosophy at Gateford Park Primary School and provision for SEND is focused on delivering high quality first teaching. We assess the quality of this through the quality assurance of the leadership team.

We use the graduated approach to support our children; Assess, Plan, Do, Review.



If your child is not making the expected progress an intervention may be required to help support them; this will be completed using a graduated approach. Your child will be assessed to ascertain where their strengths and areas to develop are. Provision would be carefully planned, the intervention will be delivered for a set period of time on a regular basis and then they will be reviewed at the end of this period.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Inclusion Leader and Headteacher/SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

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Review meetings will go ahead if parents do not attend the meeting, minutes will then be sent home to the parent. Meetings can be arranged face to face or via TEAMS at the request of the parent. (*amendment 2023*).

If a child is not progressing or making improvements then meetings can be scheduled more frequently to monitor and set targets.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

What is the school's approach to teaching pupils with special educational needs?



Quality first teaching, by the class teacher, is delivered to all pupils. Support for learning within the classroom is the most important factor in helping pupils with SEND to make good progress alongside their peers. Learning would be scaffolded or differentiated in line with the pupils needs. Where possible children are always based in the classroom with their teacher.

Teaching assistants are deployed where the need is, and this can be done on a lesson basis in order to respond flexibly and swiftly. This may be in the form of in class support or an intervention. For a small number of children, more support may be required. Should this arise, the SENCo would work alongside the teacher and in partnership with the parent. Schools, parents and other agencies may decide that it is necessary to request higher needs funding or a statutory assessment through the local authority. Where we feel that something additional or different is needed to support your child because they have SEND we will discuss this carefully with you. This information may well be recorded in a document for you and your child. This will include: details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets; the next date when your child's progress will be reviewed.

We use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We can explain to you:- what interventions your child is receiving and what are the intended learning outcomes; when during the week any interventions will be delivered and for how many weeks; who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) how the interventions will relate to and support learning in the classroom; how they will be monitored closely to make sure they are helping your child to make accelerated progress.

How are decisions made about the type and amount of support my child/young person will receive?

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All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of 18 primary schools and 2 Secondary Schools (*amendment 2024*)). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Children are monitored carefully in the school and if they are displaying significant difficulties that are impacting on their education then the class teacher initially has a meeting with the Inclusion Leader. Together they look at the provision and environment that the child accesses and look for things that can be changed to see if it has an impact. After a graduated response has been considered, including consultation with parents, a support package is arranged. This may include support in the classroom, a referral to springboard or an application for extra funding.

How will my child/young person be included in activities outside the classroom, including school trips?

Gateford Park Primary School is an inclusive school, no child is excluded from any part of school life. Where necessary, for example, on a school trip, parents may be invited to support their child.

Child specific risk assessments are included, where appropriate, within a school visit risk assessment and personnel at the visit site are made aware of any children with additional needs. We will always make reasonable adjustments for children bearing in mind the impact for ALL children.

What support will there be for my child/young person's overall well-being?

Every child's well-being is our priority. For children with additional needs, parents and the child (if appropriate) are involved in the discussion to ensure that any service that is involved in supporting a child, for example Casy counselling, is absolutely right for the child. The Inclusion Leader can request support from the Early Help Team, Healthy Families Team to name a few. Our staff have received quality training on well-being and mental health in children, as a school we are well equipped to help children deal with these needs. We have access to quality resources, interventions and support where it is needed.

Our Inclusion Leader is also our Senior Mental Health Lead and is a fully trained Mental Health first aider and has completed the relevant training to support staff, children and parents. She is able to signpost to relevant services including the NottAlone website and make relevant referrals on behalf of families and children. (*amendment 2024*).

What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

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The Inclusion Leader attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The Inclusion Leader, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management . Staff have had training on the following recently:

- Switch On reading
- Explosive child
- Working memory
- Precision teaching
- Breakwell Assault Cycle
- Dyslexia
- Graduated response to behaviour
- Calmer classrooms
- Anger and anxiety
- ADHD Solutions – part of the ADHD pilot on completion will become an ADHD friendly school
- BPBP Training for NQT's and behaviour leads
- AET
- Autism friendly classrooms
- Lego Therapy
- 5 amazing breaths
 - Talk Boost
 - Colourful semantics
 - Making sense of Autism
 - Spelling strategies
 - EAL training
 - Mental Health training
 - AET training update
 - Precision teaching
 - Interoception training
 - Epilepsy training
 - Demand avoidant behaviours training
 - Emotion coaching
 - Non Violence Resistance
 - Asthma Awareness
 - Epilepsy

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Updated July 2025

What specialist services and expertise are available or accessed by the setting/school?

We work in close collaboration with a range of bodies to support children with SEND. School maintains excellent relationships with all relevant bodies and regularly accesses what is needed for pupils at Gateford Park Primary School.

The Inclusion Team works closely with; educational psychologist, Autism team, Bassetlaw Behaviour Partnership, learning support team physiotherapy, speech therapy, public health practitioners, sensory team and community paediatricians, amongst others.

Support for families through the local offer and a wide range of family support is available.

SEND IASS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan. They may also be able to put you in touch with other organisations or parent support groups.

Support will be accessed from the virtual school for support of children who are looked after by the local authority. The school designated teacher is Clare Hibbert.

How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

A referral to the Physical Disability Service can be made for any equipment that the child may need whilst in school, such as plinths, walking aids, personal care requirements etc. The service also provides training for staff and support in writing health care plans, risk assessments and intimate care plans amongst other types of paperwork as required.

A referral for inclusive technology can also be made if the school feels that they cannot meet the needs of the child with the technology already available in school.

The teachers may scaffold or differentiate in order to make work accessible. These could include; visual aids, writing aids, coloured overlays, wobble cushions, writing frames, speaking frames, adult support. In addition to this, some pupils may require a personalised space. We have a large disabled toilet and shower. In line with the equality act, we ensure we meet the needs of all pupils if the need arises.

There are also designated places, inside and outside school, that are calm down spaces for any child should they need it.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

A twice a yearly survey takes place to ascertain the children's views of school life. SEND pupils are represented across the school in various situations for example; school council, after school clubs and in competitions or sporting fixtures.

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All children are assessed on a regular basis during each academic year. SEND pupil's with an Outcomes Plan take part in choosing and reviewing their targets. All pupils with an EHCP are involved in their annual review either in person or via sharing their views in a report.

Before your child joins our school at the beginning of the year, in Foundation 1 our staff will arrange stay and play sessions at school with parents to talk to you and introduce themselves to your child. This is a wonderful opportunity for relationships to begin and for us to discuss all relevant information.

There is a transition day for all Year 6's during Summer Term 2 and details are shared with the relevant Secondary schools for the pupil voice. Additional visits may be set up where the Secondary or us feel it is appropriate.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

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 Inclusion Leader, who will be able to advise on formal procedures for complaint.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

Gateford Park Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Inclusion Leader is the designated person responsible for liaising with the following:

- Education Psychology Service
- Specialist Local Authority services
- ICDS
- Medical and health related professionals
- Children's Social Care
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- Early help Unit
- Family Service

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Amendments 2025

How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

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Regular meetings with an experienced professional, provides opportunities for parents and school to discuss the needs of a child. The experienced staff member will have the knowledge to refer/signpost parents to services/groups that are relevant for their child's needs.

Alternatively parents can access Nottinghamshire's local offer website which contains information about services available to families. This can be found at:

<https://www.nottshelpyourself.org.uk/>

Useful websites for SEND and Inclusion

Learning:

National Oak Academy Specialist <https://classroom.thenational.academy/specialist>

BBC Bitesize SEND Toolkit <https://www.bbc.co.uk/bitesize/articles/zh9v382>

The Maths Factor <https://www.themathsfactor.com/>

Resources and Support:

SEN Resource Source <https://www.senresourcesource.co.uk/>

Regenerate (Autism) <http://www.regeneratecic.co.uk/>

SEN Resources Blog <https://senresourcesblog.com/>

Special Needs Jungle <https://www.specialneedsjungle.com/>

Chatterpack <https://chatterpack.net/>

Sensory Circuits <https://www.cpft.nhs.uk/Documents/Miscellaneous/Sensory%20Motor%20Circuits.pdf>

ADHD Northwest <http://adhdnorthwest.org.uk/>

Wellbeing:

Greatminds Together <https://greatmindstogether.co.uk/>

NottAlone <https://nottalone.org.uk/?a=pc>

Outside Agencies and Services:

CAMHS (Child and Adolescent Mental Health Services)

<https://www.lscft.nhs.uk/CAMHS>

CAMHS Apps <https://www.camhs-resources.co.uk/apps-1>

CAMHS Websites <https://www.camhs-resources.co.uk/websites>

CAMHS Downloads <https://www.camhs-resources.co.uk/downloads>

CAMHS Videos <https://www.camhs-resources.co.uk/videos>

Daisy Chain <https://www.daisychainproject.co.uk/>

SEND: apps and games

Website: <http://www.brainparade.com/products/see-touch-learn-free/>

Description: a visual instruction app, including flash cards and picture-choosing games, for children with autism and special needs.

HelpKidzLearn

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Website: <https://www.helpkidzlearn.com/>

Description: a collection of games and resources designed for a range of educational needs and stages. It includes provision for school closure.

Sensory App House Ltd

Website: <https://www.sensoryapphouse.com/>

Description: a range of apps are available for pupils with Profound and Multiple Learning Difficulties (PMLD) or Severe Learning Difficulties (SLD). All are interactive and many do not require significant coordination abilities.

Visuals2Go

Website: <https://www.visuals2go.com/>

Description: an all-in-one app created to support people with communication and learning difficulties. For verbal and non-verbal learners.

SEND: online, downloadable and printable resources

Active Learn Primary

Website: <https://www.activelearnprimary.co.uk/>

Description: the Rapid Reading and Rapid Phonics programmes focus on accelerating progress in reading skills for pupils with dyslexia and with low levels of literacy. Designed for teachers, but suitable for parents too.

Registration: is required

Anna Freud National Centre for Children and Families

Website: <https://www.annafreud.org/media/11160/supporting-schools-and-colleges.pdf>

Description: a downloadable guide to supporting the mental health and wellbeing of pupils and students during periods of disruption. Designed for teachers, but suitable for parents too.

Registration: not required

Charles Dickens Primary

Website: <http://www.charlesdickens.southwark.sch.uk/>

Description: the Jenny Wren Virtual School SEN Hub offers daily lessons for pupils with moderate learning difficulties, focusing on Makaton and a daily activity to complete with a parent or teacher.

Registration: not required

Inclusive Teach

Website: <https://inclusiveteach.com/free-printable-sen-teaching-resources/>

Description: downloadable and printable accessible teaching resources for parents and teachers to support pupils with a range of SEND needs, including Autism, PMLD, SLCN, MLD, SLD

Registration: not required

Priory Woods School

Website: <http://www.priorywoods.middlesbrough.sch.uk/page/?title=Resources&pid=3>

Description: resources from an award-winning, innovative school, rated by Ofsted as outstanding and put together by SEND teachers for parents and teachers. The resources include apps and programmes.

Registration: not required

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SENict Activities

Website: <https://www.ianbean.co.uk/senict-members-resource-portal>

Description: downloadable activities aimed particularly at learners with PMLD, SLD and those who are learning to use assistive technology to access the curriculum. Suitable for parents and teachers.

Registration: not required

SEN Teacher

Website: <https://www.senteacher.org/>

Description: downloadable and printable resources that can be adapted to suit the needs of pupils. Resources are aimed at a range of abilities. Website has over 300,000 regular users and is suitable for both parents and teachers.

Registration: not required

Speech and Language Kids

Website: <https://www.speechandlanguagekids.com/free-speech-language-resources/>

Description: an extensive range of education and therapy resources for parents and teachers of children with speech and language problems. A podcast is also available on iTunes for verbal and non-verbal children.

Registration: not required

Teaching Students with Visual Impairments

Website: <https://www.teachingvisuallyimpaired.com/>

Description: a range of downloadable resources and instructional strategies to support blind and visually impaired pupils. Suitable for parents and teachers.

Registration: is required

The Autism Page

Website: <https://www.theautismpage.com/>

Description: online support and information aimed at supporting parents with young autistic children. Information and ideas to support the implementation of autism specific teaching methods.

Registration: not required

How will the school/setting prepare my child/young person to:

i) Join the school/setting?

Extra visits to familiarise with the setting and staff can be arranged. Discussions with previous settings and parents to collect a clear picture of the children's needs. Transition books/pictures/videos can be arranged so that the children can continue to familiarise themselves at home and share with key family members. We liaise strongly with local playgroups, nurseries, private providers and High Schools to ensure smooth transitions. This will include extra visits with members of staff, arranging meetings with parents and any other agencies involved. This will vary on the needs of the individual child.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

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Transitions visits to new classroom, meetings with new class teacher. Meetings between key staff, parents and Inclusion Leader to discuss needs and provision that needs to be made. Transition Passports are in place for all children with SEN and are transferred to the child's next school.

Secondary school transition comprises of an extended for the child which can take place over a number of months depending on how complex the child's needs are. Staff at the chosen Secondary school may visit the child at school and will attend all review meetings leading up to transition. Transition Passports are in place for all children with SEN and are transferred to the child's next school. Also extra meetings between the Inclusion department at both schools and the year 6 teacher.

iii) Prepare for adulthood and independent living?

We encourage our children to be independent from the day that they start at our school. We provide opportunities for our children to interact with other adults and services. We set high aspirations for our children and arrange series of assemblies and presentations from professionals and higher education establishments.

Where can I access further information?

Either contact the Headteacher or Inclusion Leader on 01909 478681 or visit www.gatefordpark.com

Gateford Park Primary School opened on 28 February 2000 to serve the growing population in north west Worksop and has grown to provide a first-class education for children aged 3 to 11 years. We are rightfully proud of the school's provision which helps children to grow as individuals whilst achieving high academic standards. We are thrilled that children and families from all over Worksop and further afield, make Gateford Park their school of choice.

Visits to the school by prospective parents and families are encouraged and most welcome. Please contact the school office to make an appointment to meet with the headteacher and to see the school at work.