



## Special educational needs (SEN) information report 2025 - 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Here](#)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health SEMH
- Physical and/or Sensory

### Which staff will support my child, and what training have they had?

**Mrs Hayley Porter - Deputy Headteacher, DSL, Mental Health Lead, DT for CIC, SENDCo**

I hold a BEd (Hons) in Primary Education with QTS, along with Postgraduate Certificates in Special Educational Needs and Inclusion, and Inclusion with a Mastery in Autism. I am an experienced and qualified Designated Teacher (DT), Designated Safeguarding Lead (DSL), and SENDCo. I also Senior Mental Health Lead Trained.

I complete annual training in areas including Trauma, Attachment, Children in Care, Attendance and Emotional School-Based Avoidance, as well as SEND specialisms such as Complex Needs, Autism, English as an Additional Language (EAL), Communication and Interaction, Dyslexia, and Developmental Co-ordination Disorder (DCD).

**Mrs Clare Walton - Family and Multiagency Liaison Officer, ELSA, DDSL**

I am a qualified Teaching Assistant (TA) and trained Emotional Literacy Support Assistant (ELSA), with additional training in Drawing and Talking (D&T). I also serve as a Deputy Designated Safeguarding Lead (DDSL).

Each year, I undertake refresher training in Safeguarding, Trauma and Attachment, Emotion Coaching, Self-Harm, and Emotional School-Based Avoidance to maintain and enhance my professional practice.

**Mrs Claire Campbell - Nursery Manager, Nursery DDSL, Mental Health First Aider**

I am a qualified Nursery Manager, Trained Early Years SENDCo and currently undertaking a Teaching Qualification. I also serve as a Deputy Designated Safeguarding Lead (DDSL) for Nursery.

I am trained in Early Years Safeguarding, SEND areas such as; Autism in Early Years, Supporting Complex Needs in Early Years, Meeting the Needs of Every Child and Communication and Interaction.

**Mrs Amanda Jones - Teaching Assistant, Mental Health First Aider, Pastoral Support.**

I am a qualified Teaching Assistant (TA) and trained in Drawing and Talking (D&T), Lego Support and Sand Play.

Each year, I undertake refresher training in D & T, and SEND needs such as; Trauma and Attachment, to maintain and enhance my professional practice.

**Miss Vanessa Webb - Higher Level Teaching Assistant (HLTA) and Forest School Lead**

I am a trained HLTA and Forest School Lead. I attend training for updated approaches to Forest School and supporting SEND learners.

**Class Teachers and Subject Leads**

All teachers receive in-house SEN training and are supported by the SENDCo to meet the needs of pupils with special educational needs. In addition, teachers and subject leads access training from external providers such as CADMUS Inclusion, the Autism and Inclusion Team (AIT), and the Educational Psychology Service (EP).

Identified staff undertake subject-specific training (e.g., Mathematics and PE) and complete online modules covering areas such as Dyslexia. They also receive medical training in conditions including Asthma, Epilepsy, Anaphylaxis, and Diabetes.

Furthermore, identified teachers have been trained by the Hearing Impairment (HI) Team, Visual Impairment (VI) Team, and Physiotherapists to support pupils with additional medical or sensory needs.

## Teaching assistants (TAs)

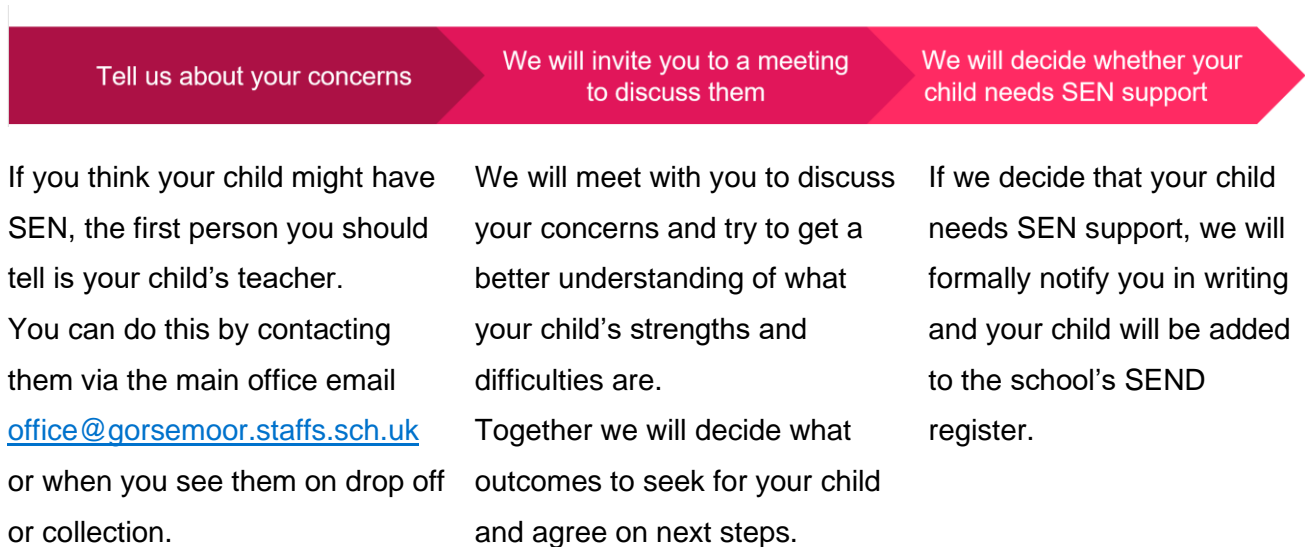
All TA's and Higher-Level Teaching Assistants (HLTAs) are trained to deliver SEN provision. Identified TA's are trained to deliver Enhanced Pathway for Attainment and Tracking (EPATT), and Little Wandle Catch Up. TA's receive trauma and attachment training and supporting learners with conditions such as Autism and ADHD.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Sandbox
- Social services and other local authority (LA)-provided support services
- Firework
- Malachi

## What should I do if I think my child has SEN?



They will pass the message on to our SENDCO, Mrs Hayley Porter, who will be in touch to discuss your concerns. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

You can also contact the SENCO directly

[hporter@gorsemoor.staffs.sch.uk](mailto:hporter@gorsemoor.staffs.sch.uk)

### **How will the school know if my child needs SEN support?**

At Gorsemoor Primary, all class teachers are trained to identify and support pupils with potential special educational needs (SEN). Teachers are vigilant in monitoring each child's progress, both academically and socially, and are alert to any pupils who may not be making the expected level of progress. This may include difficulties with reading, writing, mathematics, communication, concentration, social interaction, or emotional regulation.

Teachers regularly assess pupils' learning and, if they identify a gap in understanding, they provide targeted support or additional teaching to help close that gap. Many pupils make rapid progress following this extra support.

If a pupil continues to experience difficulties despite these interventions, the class teacher will discuss their concerns with the SENDCo and will contact parents or carers to talk about the next steps.

The SENDCo will then carry out further observations and gather information from the class teacher, support staff, and parents or carers. This may include looking at the pupil's progress, attainment, behaviour, and wellbeing, and comparing these with their peers and national expectations. The SENDCo will also speak with the pupil to gain their views and, if needed, may seek advice from external professionals, such as a Speech and Language Therapist, Educational Psychologist, or Paediatrician.

Using all of this information, the SENDCo will decide whether your child requires SEN support. Parents and carers will be informed of the decision in writing.

If SEN support is required, your child's name will be added to the school's SEND register, and the SENDCo will work closely with you and your child's teacher to develop a personalised SEN Support Plan, outlining specific targets and strategies to help your child achieve their full potential.

## How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. This can be found [here](#).

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will meet you 2 times a year, to:

- Review progress
- Discuss any concerns
- Discuss the support we will put in place to help your child make progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

If your child is on the SEND register, they may also have an Individual Learning Plan (ILP), which will outline their specific learning targets, the support and interventions in place to help them achieve these, and the staff members responsible for delivering that support. ILP's are accessible online via your individual parent login. This can be gained from the SENDCo [hporter@gorsemoor.staffs.sch.uk](mailto:hporter@gorsemoor.staffs.sch.uk). The ILP will also detail how progress will be monitored and reviewed, and what success criteria will look like for your child.

ILPs are reviewed once each term, in collaboration with parents and carers, the pupil, class teachers, and the SENDCo. This ensures that the plan remains relevant, effective, and responsive to your child's evolving needs and achievements. The SENDCO may also hold face to face meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. Your comments can be added to the ILP online via [Provision Mapping](#).

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

You can make contact directly with your child's teacher or the SENDCo via [office@gorsemoor.staffs.sch.uk](mailto:office@gorsemoor.staffs.sch.uk).

### **How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

### **How will the school adapt its teaching for my child?**

Your child's class teacher is responsible and accountable for the progress, development, and wellbeing of all pupils in their class, including those with special educational needs or disabilities (SEND).

At Gorsemoor Primary, we believe that high-quality, inclusive teaching is the first and most important step in meeting every child's needs. We are committed to providing a broad, balanced, and accessible curriculum that enables all pupils to participate fully in school life.

Teaching and learning are differentiated and adapted to support each child's individual learning style, strengths, and areas of need. There is no "one-size-fits-all" approach — adaptations are made on a case-by-case basis to ensure that the support provided is meaningful, effective, and personalised for your child. These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when more bespoke or direct support is required, and funding is available.
- Teaching assistants will support pupils in small groups when a bespoke intervention is required or direct input is required, and funding is available.
- Bespoke furniture to assist learning i.e rocking chairs, standing desks, workstation

We may also provide the following interventions:

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>HOW WE SUPPORT THESE PUPILS</b>
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables, social stories, structured routines, reduced sensory stimulation, use of communication aids (e.g. PECS, visuals), and support from the Autism and Inclusion Team (AIT), sensory circuits.
	Speech and language difficulties	Targeted interventions planned by Speech and Language Therapists (SaLT), in-class support for communication, use of language-rich environments, and visual prompts.
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Use of writing slopes, coloured overlays, adapted resources, small-group or one-to-one interventions, multi-sensory teaching approaches, and access to assistive technology.
	Moderate learning difficulties	Differentiated tasks, additional adult support, scaffolded learning, use of practical equipment, and targeted intervention groups.
	Severe learning difficulties	Highly personalised learning plans, support from external professionals, use of specialist resources, and adapted curriculum pathways.

<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation, structured routines, movement breaks, use of visual supports, and behaviour regulation strategies.
	Adverse childhood experiences and/or mental health issues	Nurture groups, ELSA (Emotional Literacy Support Assistant) sessions, emotion coaching, drawing and talking therapy, and access to the Family and Multiagency Liaison Officer, ZEN Den, sensory circuits, Forest School, Lego Support, Fireworks.
<b>Sensory and/or physical</b>	Hearing impairment	Use of hearing aids and sound-field systems, preferential seating, visual cues, staff trained by the Hearing Impairment Team, and clear communication strategies.
	Visual impairment	Limiting classroom displays to reduce visual overload, enlarged or high-contrast print, adapted resources, and guidance from the Visual Impairment Team.
	Multi-sensory impairment	Personalised sensory support plans, collaboration with external specialists, and use of tactile and auditory learning resources.
	Physical impairment	Adapted furniture and equipment, support from physiotherapists or occupational therapists, accessibility adjustments around school, and inclusion in physical activities with necessary modifications.

These interventions are part of our contribution to [Staffordshire's local offer](#).

### **How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO

- Subject Lead monitoring
- Pupil Progress checks
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

### **How will the school resources be secured for my child?**

At Gorsemoor Primary School, we are committed to ensuring that every child, including those with special educational needs and disabilities (SEND), has access to the support, resources, and opportunities they need to achieve their full potential.

Our approach follows Staffordshire Local Authority's graduated response to SEND, as outlined in the SEND Code of Practice (2015). This means that support is provided through a cycle of assess, plan, do, and review, ensuring that each child's needs are identified early and that interventions are carefully matched to those needs.

Funding for SEND provision comes from the school's delegated budget, which includes a notional SEN element. This funding is used to provide:

- Specialist equipment and resources to support learning and access to the curriculum
- Additional teaching assistant (TA) hours for targeted interventions and classroom support
- Staff training and professional development in areas such as autism, speech and language, and social, emotional and mental health (SEMH)
- Access to external specialists, such as the Educational Psychology Service, Autism and Inclusion Team, Speech and Language Therapy, and other professionals within Staffordshire LA's specialist services

Where a pupil's needs require additional support beyond what the school can ordinarily provide, we will work with Staffordshire Local Authority to secure top-up funding (High Needs Funding). The school will fund up to £6,000 of the necessary support from its own budget, and any additional costs will be discussed with the local authority as part of a Funding Agreement or Education, Health and Care Plan (EHCP) process.

All decisions about funding, staffing, or specialist involvement are made collaboratively — involving the SENDCo, class teacher, parents or carers, and, where appropriate, the pupil — to ensure that the provision in place is effective, inclusive, and personalised to meet your child's needs.

## **How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

Every child should have the opportunity to take part fully in all aspects of school life. We are committed to promoting inclusion and ensuring that pupils with special educational needs and disabilities (SEND) are able to enjoy the same curriculum, enrichment, and social opportunities as their peers.

All of our extra-curricular activities, school visits, and residential trips are open to every pupil, including those with SEND. We actively encourage all pupils to participate in school events, such as sports day, performances, themed workshops, and after-school clubs.

We work closely with parents, carers, and external professionals to identify and remove any barriers that might prevent a child from taking part. Where needed, we make reasonable adjustments to ensure full inclusion — for example, by providing additional adult support, adapted resources or equipment, modified transport or accommodation arrangements, or risk assessments tailored to individual needs.

No pupil will ever be excluded from an activity or visit because of their SEND or disability. Our aim is to ensure that every child at Gorsemoor feels valued, included, and able to participate confidently in all aspects of school life.

## **How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

We follow Staffordshire County Council's Admissions Policy, which ensures that the process for admitting pupils with special educational needs (SEN) or a disability is fair, transparent, and fully compliant with the Equality Act 2010 and the SEND Code of Practice (2015).

We welcome applications from all children, including those with SEN or disabilities, and are committed to meeting the needs of every pupil who joins our school. Our admissions arrangements are designed to make sure that no child is disadvantaged or discriminated against because of their individual needs.

If a child has an Education, Health and Care Plan (EHCP) that names Gorsemoor Primary School, the child will be automatically admitted to the school before any other places are allocated. This is a statutory requirement and ensures that the child's placement is secured in line with their assessed needs and parental preference.

For all other admissions, including those for pupils with additional needs but without an EHCP, we apply the Staffordshire Local Authority's oversubscription criteria, which prioritises applications in accordance with clear and lawful guidelines. These criteria are designed to avoid any unfair disadvantage for pupils with SEND or disabilities.

We encourage families of prospective pupils with SEND to contact the school's SENDCo before applying, so that we can discuss any specific requirements, plan appropriate support, and ensure that the transition into school is as smooth and positive as possible.

### **How does the school support pupils with disabilities?**

At Gorsemoor Primary School, we are committed to promoting equality of opportunity and ensuring that pupils with disabilities are fully included in all aspects of school life. We take our responsibilities under the Equality Act 2010 very seriously and make every reasonable adjustment necessary to ensure that no pupil is treated less favourably because of their disability.

We work closely with parents, carers, and external agencies to identify barriers early and to implement effective support strategies. This may include the use of specialist equipment, assistive technology, or adapted resources, as well as individual risk assessments and tailored support plans to meet each pupil's needs. Staff receive relevant training to understand and respond appropriately to a range of disabilities and medical conditions.

Our school environment is designed to be accessible and inclusive. We have ramped access to key areas, wide doorways to accommodate mobility aids, and accessible toilet facilities. We also make use of auxiliary aids and services, such as visual supports, modified materials, and additional adult assistance where required, to help pupils access learning and move safely around school.

Gorsemoor Primary has an up-to-date [Accessibility Plan](#), available on our school website or upon request from the school office. This plan outlines our ongoing commitment to:

- Increase the extent to which disabled pupils can participate in the curriculum, through differentiation, adaptive teaching, and inclusive learning opportunities.
- Improve the physical environment of the school to ensure accessibility for all pupils, including those with mobility, sensory, or medical needs.
- Enhance the accessibility of information, ensuring that communication and materials are available in appropriate formats for pupils and families who need them.

## **How will the school support my child's mental health, and emotional and social development?**

We recognise that a child's emotional wellbeing and social development are just as important as their academic progress. We are committed to providing a nurturing, supportive, and inclusive environment where every pupil feels valued, listened to, and safe.

We promote positive mental health through a whole-school approach, embedding emotional literacy, resilience, and empathy across our curriculum and daily routines. Staff receive regular training on supporting pupils' mental health, trauma-informed practice, and emotional regulation.

Pupils with SEND are encouraged to take an active role in school life and are represented in pupil voice activities such as the School Council, ensuring their opinions and ideas help shape our community. We also encourage participation in friendship and teamwork groups to build confidence and develop social skills.

To provide additional emotional, social, and pastoral support, Gorsemoor Primary School offers a comprehensive range of Social, Emotional and Mental Health (SEMH) interventions designed to promote wellbeing, resilience, and positive relationships. These include:

- Nurture Groups, offering small-group support to help pupils develop confidence, social skills, and emotional resilience.
- ELSA (Emotional Literacy Support Assistant) sessions, helping children understand and manage their emotions, build self-esteem, and develop empathy.
- Emotion Coaching, used consistently across school to help pupils recognise, name, and regulate their emotions in a supportive environment.
- Drawing and Talking Therapy, providing a safe, creative outlet for pupils to explore feelings and experiences.
- Access to the Family and Multiagency Liaison Officer (FAMLO), who supports children and families with wellbeing, attendance, and home-school engagement.
- The ZEN Den, a calm and safe space where pupils can take time to self-regulate and restore focus during the school day.
- Sensory Circuits, supporting pupils who benefit from sensory-based activities to improve attention, coordination, and readiness to learn.
- Forest School sessions, encouraging outdoor learning, teamwork, problem-solving, and connection with nature to boost wellbeing.
- LEGO Therapy, promoting communication, cooperation, and social interaction through structured, play-based learning.

- Fireworks Programme, designed to support pupils with social communication and emotional regulation through guided, practical activities.

Together, these interventions form a whole-school approach to supporting mental health and emotional wellbeing at Gorsemoor. Our aim is to ensure every pupil feels safe, valued, and ready to learn, with the right support in place to help them thrive both academically and personally.

### **What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

At Gorsemoor Primary School, we understand that transitions can be a challenging time for many pupils, especially those with special educational needs and disabilities (SEND). We plan transitions carefully to ensure every child feels supported, confident, and prepared for their next stage of learning.

#### **Transition between year groups**

To help pupils with SEND prepare for a new school year, we:

- Arrange a transition meeting where the current and next class teachers, along with the SENDCo and support staff, share information about the pupil's needs, progress, and strategies that work well.
- Provide opportunities for pupils to spend time with their new teacher and in their new classroom during the summer term.
- Use social stories, photo books, or transition passports to help pupils become familiar with new routines, staff, and environments.
- Ensure parents and carers are fully informed and involved in the process, with opportunities to discuss concerns or additional support needs.
- Continue support from key adults, such as the ELSA, Family and Multiagency Liaison Officer, or teaching assistants, to help pupils manage change positively.

#### **Transition between schools**

When a pupil moves to a new school (for example, to secondary education or another setting), we:

- Arrange a transition planning meeting between Gorsemoor staff, the receiving school, parents or carers, and the pupil.
- Share detailed information on the pupil's strengths, needs, strategies, and progress, including copies of SEN Support Plans, ILPs, or EHCPs (where applicable).

- Offer additional visits to the new school, supported by familiar staff, to build confidence and reduce anxiety.
- Work closely with external professionals, such as the Autism and Inclusion Team, Educational Psychology Service, or Transition Workers, where appropriate, to ensure continuity of support.
- Ask you and your child what information you would like us to share with the new setting to ensure a smooth and positive move.
- Therapy, Nurture Groups, and Forest School.
- Promoting resilience, problem-solving, and responsibility across the curriculum and through wider school activities.

Our goal is to make every transition — whether to a new class, a new school, or the next stage of life — a positive, supported, and successful experience for all pupils.

### **What support is in place for looked-after and previously looked-after children with SEN?**

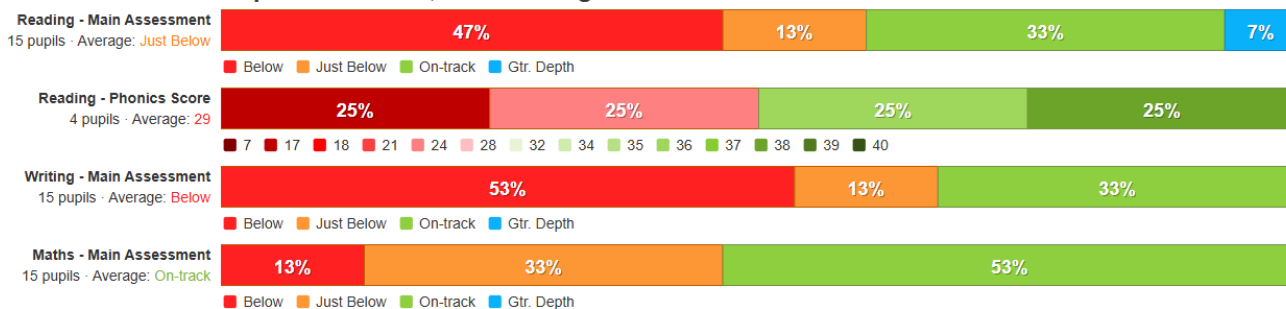
Staff are fully committed to supporting the progress, wellbeing, and inclusion of all children in care (CIC) and previously in Care (PCIC), including those with special educational needs (SEN). We recognise that these pupils may have experienced significant challenges and that their needs may be both emotional and educational.

Our Designated Teacher for CIC and PCIC is Mrs Hayley Porter. CIC and PCIC with SEN are supported in the same inclusive way as all other pupils with additional needs. However, we recognise that they may require coordinated and enhanced support. To ensure this, we: Develop and maintain a Personal Education Plan (PEP) for every child in care, reviewed regularly with carers, the Virtual School, and social workers.

Ensure the PEP aligns with any SEN Support Plan or Education, Health and Care Plan (EHCP) so that targets and interventions are consistent and complementary. Provide additional pastoral support from our Family and Multiagency Liaison Officer (FAMLO), ELSA, or Nurture Team to promote emotional wellbeing and resilience. Prioritise access to enrichment activities, small-group interventions, and mentoring to help pupils thrive academically and socially. Work closely with Staffordshire Virtual School, social care, and external agencies to ensure that every child in care or previously in care pupil receives the tailored support they need.

## SEND Data 2024 – 2025

### Pupils with SEND, Disadvantaged



### Other information

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[SENDIAS](#)

Local charities that offer information and support to families of children with SEN are:

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)