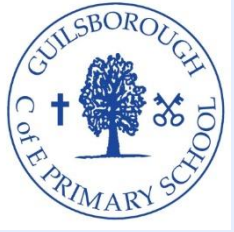


Click on a
blue box to
get to the
information
you need.

SEND Information Report for Guilsborough C of E Primary School 2026-27



Children are identified as SEND when they have an identified barrier to learning or are achieving significantly below the expected levels for their age.

Who are the **people involved** in supporting children with SEND?

What opportunities are there for **children** to be **involved in their own learning**?

What are the **different types of support** available for children with SEND?

What **types of special educational needs** does the school provide for?

How will you **keep me involved** in my child's learning?

What **other support** is available to me?

How do you **identify a child with Special Educational Needs**?

How will you know if my child is **progressing** and what actions will you take?

What **support** do you have for improving the **emotional and social development** of children with SEND?

What **funding** is available for SEND and how is it spent?

How will you ensure that my child is **fully included in the school community**?

How will you **support** my child to be **ready for transition**, including to the next school?

What **arrangements** are in place for **handling complaints**?

Who are the **people involved** in supporting children with SEND?

We work together with everyone involved with our school community to provide an education that will help all pupils reach their full potential. All teachers are teachers of pupils with special educational needs or disability, SEND is therefore a whole school responsibility that requires a whole school approach.



Mrs Holcombe
SENDCo



Mrs Shilliam
Headteacher



Mrs Allcott
Family Support
Worker



Mrs Chaplin
Pastoral Support



Mr G. Leah
SEND governor

How to contact us:

School Office:
01604 740 307

Mrs Holcombe:
senco@guilbsborough.pdet.org.uk

Mrs Shilliam:
head@guilbsborough.pdet.org.uk

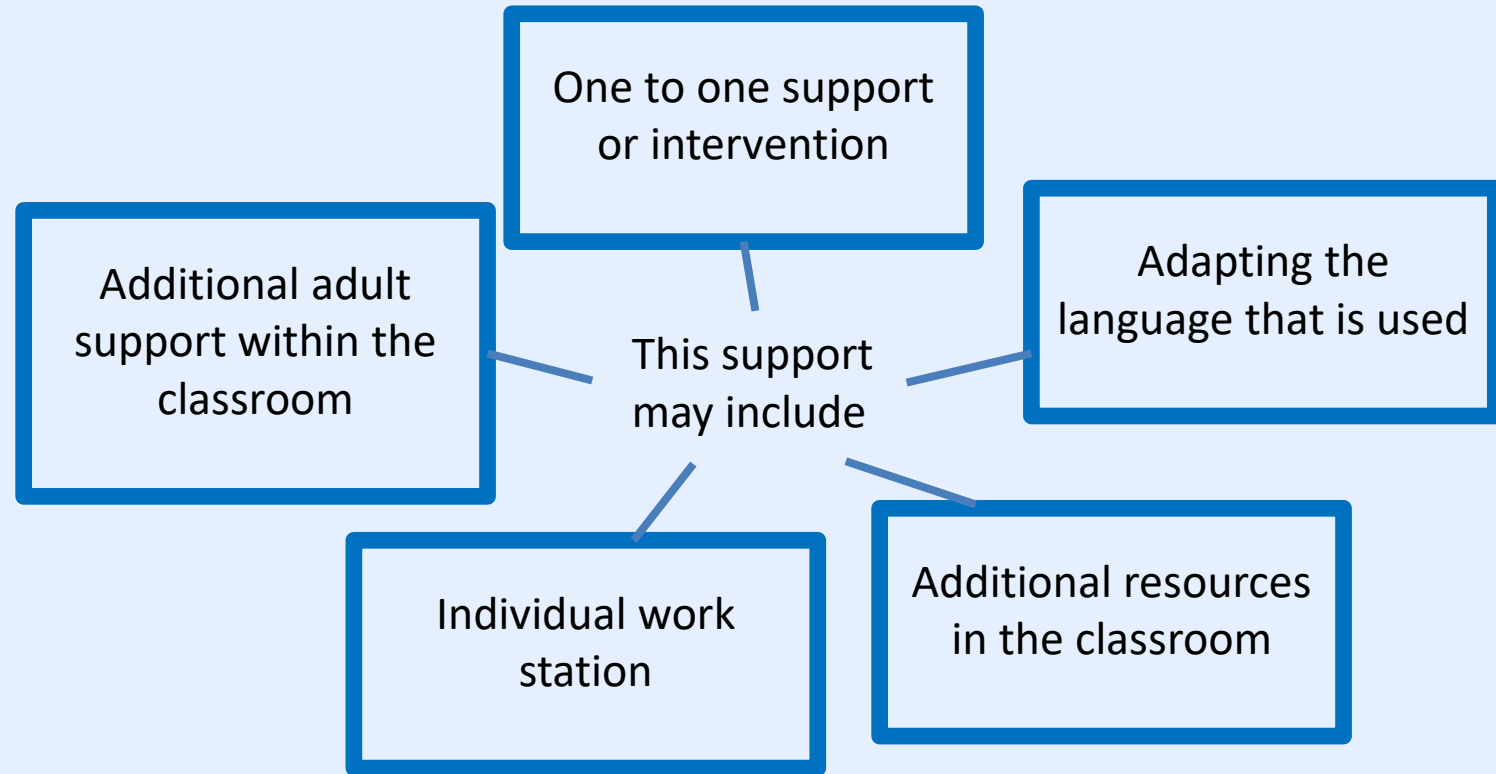
We also work closely with outside agencies such as Dyslexia specialists, Educational Psychologists, Speech and Language Therapists and nurses.



What are the **different types of support** available for children with SEND?

All of our learners have access to quality first teaching delivered by teachers in the classroom.

The support provided is tracked on a provision map. Where additional support is significant then an Individual Education Plan (IEP) may be put in place with measurable targets to work towards.



What **types of special educational needs** does the school provide for?

Children with SEND are identified under 4 broad areas of Special Educational Needs:

Cognition and Learning Difficulties

- Specific Learning Difficulties e.g. Dyslexia, Dyscalculia
 - Moderate Learning Difficulties
 - Severe Learning Difficulties
- Profound and Multiple Learning Difficulties

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity ADHD
 - Eating Disorders
 - Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs
 - Autistic Spectrum Disorder

Sensory and/or Physical Needs

- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disabilities

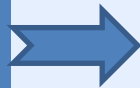


How do you **identify** a child with Special Educational Needs?

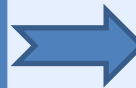
The 2014 Code of Practice defines SEND that: “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

All teachers monitor the progress of all the children.

Each child's current skills and levels of ability are assessed on a regular basis. We hold pupil progress meetings termly with the headteacher, the class teacher and the SENDCo.



Teachers will ask the SENDCo for advice if they have any concerns and will also hold discussions with parents/carers too.



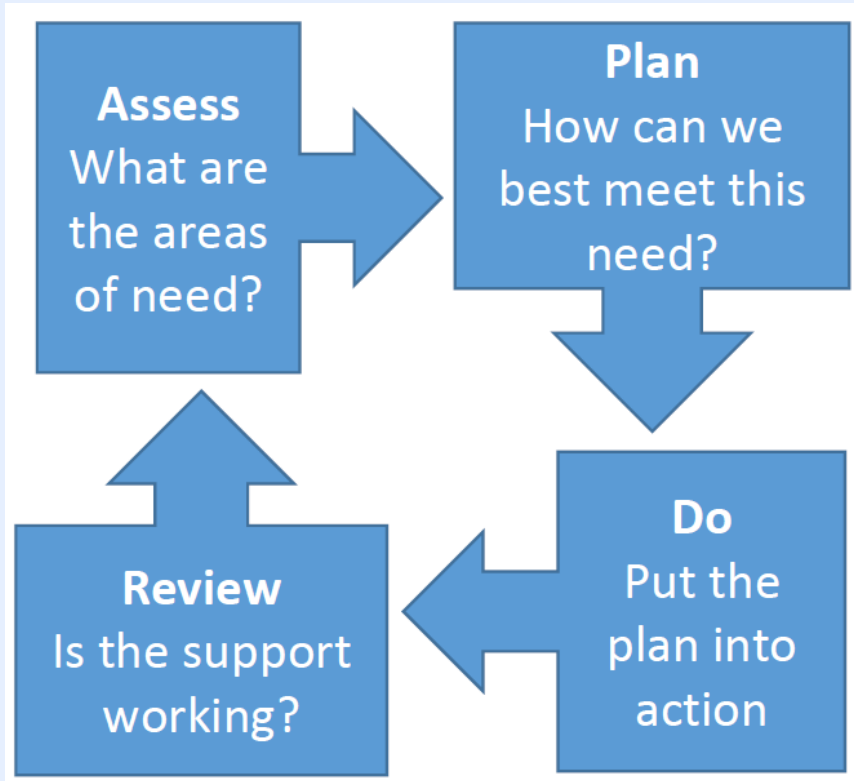
Sometimes more detailed assessment/screening is carried out to ascertain the nature of the child's difficulties and to give a more detailed picture of how the child may learn.



We may also seek the involvement of outside agencies for specialised assessments.
Professional diagnosis can be obtained.



How will you know if my child is **progressing** and what actions will you take?



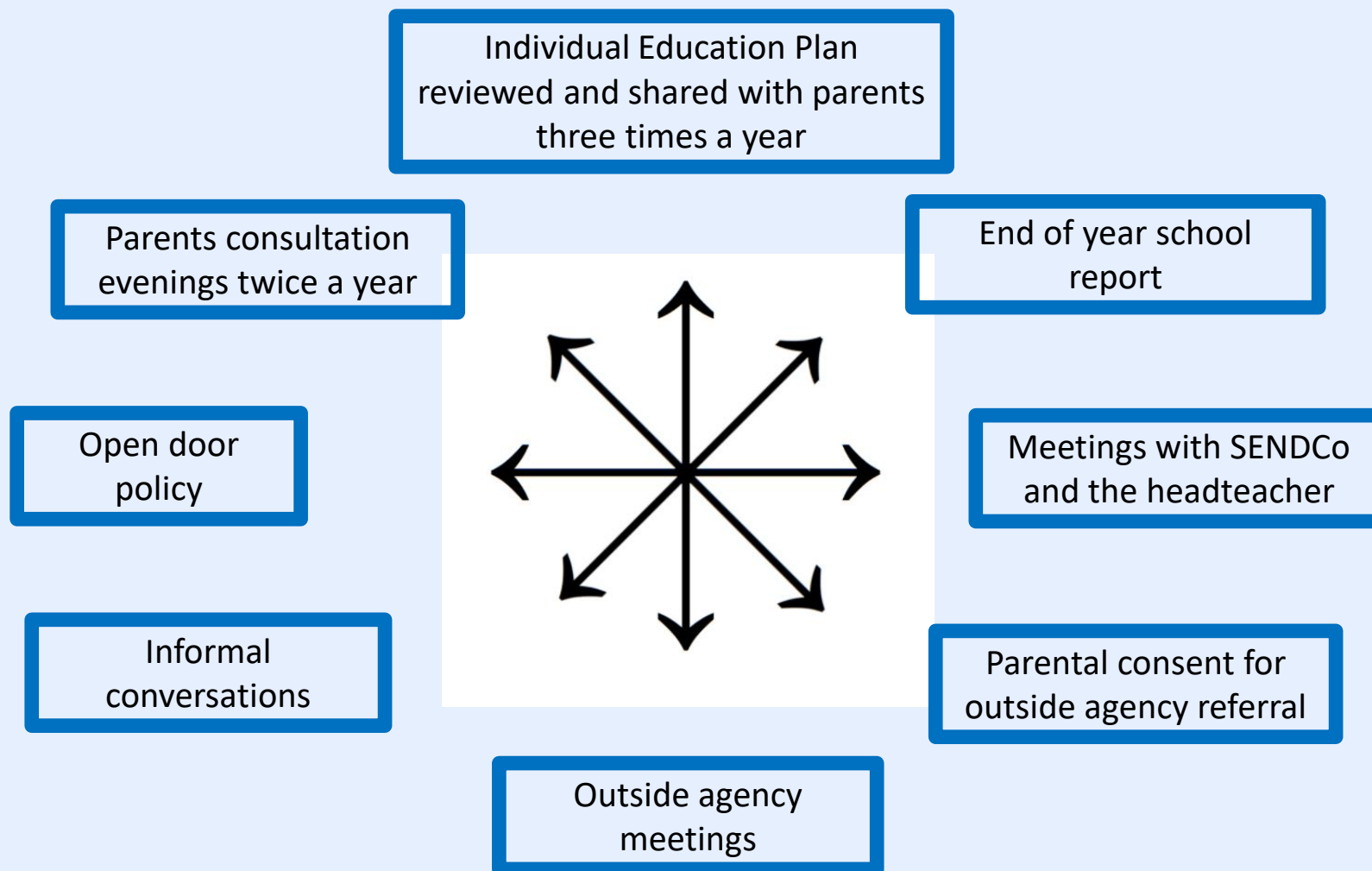
All children are assessed regularly as part of our normal classroom practice.

We hold pupil progress meetings termly with the class teacher, the headteacher and the SENDCo.

In line with the Code of Practice 2014, we follow the graduated approach *Assess, Plan, Do, Review model* to ensure our IEPs (Individual Education Plans) are always relevant to the needs of the children by reviewing them with parents at least three times a year.



How will you **keep me involved** in my child's learning?



What opportunities are there for **children** to be **involved in their own learning**?

All our pupils are involved in making decisions and exercising choice through the use of layered targets.

Help with their individual target setting across the curriculum

We endeavour to fully involve all pupils by encouraging them to:

State their views about their education and learning

Self-review their progress and set new targets

Identify their own needs and learn about learning strategies



How will you **support** my child to be **ready for transition**, including to the next school?

Starting in Reception:

Pre-schools, nurseries and previous schools notify us of any child who may have SEND before they come to our school. Teachers and the SENDCo will often attend meetings prior to the child's admission to us in order to ensure the children's needs are known and that there is a smooth transition.

Going to the next year group:

In the Summer term, all children spend a day with their new class, called a transition day. Additional visits to their new class are also held for some children.

Joining from another school:

If a child joins from another school before Year 6, the SENDCo will contact the school for all the relevant documentation and will communicate with the SENDCo of the previous school to ensure transition is as smooth as possible.

Leaving for another school:

If a child leaves for another school before Year 6, the SENDCo will transfer all the relevant documentation and will usually meet with the SENDCo of the new school to ensure transition is as smooth as possible.

Going to Secondary School:

Staff from Guilsborough Academy will visit the class teacher and the SENDCo to discuss the needs of the children.

Additional visits are also held for those of our children who would benefit. We have had a 6-week transition programme led by an assistant psychologist for identified children.

On occasion, we have held a transition meeting to secondary when the child is in Year 5 and parents' input is actively sought.

If a child does not go to our feeder school, Guilsborough Academy, the SENDCo will ensure all documentation are transferred and will hold a telephone conversation with the new school.

Our Year 6 pupils also take part in a transition Prayer Space workshop.



How will you ensure that my child is **fully included in the school community**?

We pride ourselves on being an inclusive school.

Every child has access to our broad and balanced curriculum at their level through differentiation and scaffolding as necessary.

Music Lessons

Extra-curriculum days such as Science Day and European Day of Languages.

Sports Competitions

Whole School Country Walk

All of our children are included as far as possible into everyday life at our school.

You can review our Accessibility Plan on our school [website](#) in the Policies section.



What **support** do you have for improving the **emotional and social development** of children with SEND?

We believe that every child needs to feel safe and happy at school. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum called HeartSmart to support this development.

A positive culture to prevent bullying and to tackle it when it occurs. All forms of bullying and harassment are dealt with promptly, firmly and consistently.

Family Support Worker

Lunch time and playtime support

A clear Behaviour policy which outlines a firm but fair approach for all children.

Sensory breaks during the day

Daily nurture group

Rewards and sanctions can also be personalised to suit a child's particular needs.

Holistic approach to SEND

Emotion Coaching



What **funding** is available for SEND and how is it spent?

The school's budget includes some money to help us support children with SEND.

Staff:

- Teaching Assistants who support children with SEND.
- Pastoral Support
- Family Support Worker

Training:

All staff have access to a range of training throughout the year which helps them to meet the needs of our children.

Resources:

We aim to provide a wide range of resources. Sometimes it is necessary to purchase specific equipment.

Each term, teachers review the additional support required by the children and discuss this with the SENDCo. A plan is drawn up of how best to ensure that the right children get the provision they need within the constraints of the school budget.

Children with complex needs may require additional adult support. The school may apply to the local authority for additional funding to help support the child; this is called [Inclusion Funding \(individual level\)](#). It is reviewed every 12 months.

In some cases, an [Education, Health and Care Plan \(EHCP\)](#) has to be put in place.



What **arrangements** are in place for **handling complaints** regarding provision for pupils with SEND?

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage.

Where a parent or carer has an initial concern regarding provision with a pupil with SEND, we encourage them to first discuss this concern with the child's class teacher.



If the concern cannot be resolved in this manner, parents should arrange a meeting with the SENDCo (Mrs Holcombe) and Headteacher (Mrs Shilliam).

More detailed information can be found in our [complaints policy](#)



What **other support** is available to me?

The Children and Families Act (March 2014) requires Local Authorities to, "Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs."

Click on the leaflet to access to the Local Offer website.

You can access the Information, Advice and Support Service (IASS) through the [County Council website](#). This is a free, confidential and impartial service for parents of SEND pupils.

If you have any additional questions, please contact the school for further information.
You may also find it useful to look at some of our school's policies on our [website](#) for further detailed information.



The leaflet features a photograph of a woman and a young boy smiling and looking at each other. Below the photo, the text reads: "West Northamptonshire's LOCAL OFFER For Special Educational Needs or Disabilities (SEND)".

The Local Offer service is for parents, carers, young people, and professionals.

The website has comprehensive information about SEND services for 0-25s in Northampton, Daventry, Brackley, Towcester, and the surrounding areas.

For more information:
Phone, text or WhatsApp: 07780 473 982 or 07391 381240
www.westnorthants.gov.uk/local-offer
localoffer@westnorthants.gov.uk

or scan 

Join Us on social media:
Facebook: LocalOfferWN Instagram: localofferwestnorthants

1 Angel Square, Angel Street, Northampton NN1 1ED

Logos at the bottom include: West Northamptonshire Council, SEND, Northamptonshire Children's Trust, Integrated Care Northamptonshire, and West Northamptonshire Services in partnership.

Click here to access useful websites:



You might find the following links to websites useful:

<https://www.gov.uk/government/organisations/department-for-education>

Virtual School for Looked After Children

<https://www.westnorthants.gov.uk/virtual-school>

Equality Act

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Code of practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Education, Health and Care plan

[Education, Health and Care \(EHC\) plans, process and assessment | West Northamptonshire Council \(westnorthants.gov.uk\)](#)

Inclusion Funding

[Inclusion Funding \(Schools\) - WNC | West Northamptonshire Council](#)

