



# Gretton Primary School

## SEND Information Report September 2025

This report provides information for parents and carers of children who have Special Educational Needs and Disabilities (SEND) and for those professionals involved in supporting children at Gretton Primary School.

This Information Report should be read alongside the school's SEND policy and the Gloucestershire Local Offer for SEND.

We hope the following information will explain the SEND provision at our school. If you require further information, please feel free to contact our school SENDCo, Mrs Alison Dodd.

### **Key adults within Gretton Primary School's SEND Provision and their contact details:**

- Child's Class Teacher and Teaching Assistant – [admin@gretton.gloucs.sch.uk](mailto:admin@gretton.gloucs.sch.uk)
- SENDCo – Mrs Alison Dodd – Contact details [adodd@gretton.gloucs.sch.uk](mailto:adodd@gretton.gloucs.sch.uk)
- Headteacher – Mr Adam Sallis – Contact details [head@gretton.gloucs.sch.uk](mailto:head@gretton.gloucs.sch.uk)

### **What is Special Educational Needs and Disabilities (SEND)?**

Gretton Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014). Children have special educational needs 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 or a young person 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
- 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.

Special educational provisions means (SEND Code of Practice, DfE, July 2014):

- educational or training provision that is additional to, or different from, that made generally for other children of the same age.

This may be because they have difficulties and needs in one or more of the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Medical

### **How does Gretton Primary School identify children with SEND?**

The progress of all pupils is monitored regularly by class teachers and termly by Senior Management in Pupil Progress meetings. This ensures that the pupils who not making expected progress in an area of learning are quickly identified. This will then be discussed with parents by the class teacher and, in some cases, the Special Educational Needs and Disabilities Co-ordinator, (SENDCo.)

Following identification of concerns about a particular pupil's progress the school will carry out a number of processes. These may be looking at assessments, a child's progress and age-related expectations, together with reference to the Gloucestershire guidance on SEND difficulties which should then establish the 'area/s of need'.

It is the class teacher's initial responsibility to identify pupils with SEND as they are best placed to know, on a day-to-day basis, how each child is progressing with their learning. The class teacher is responsible for



making the assessments and professional judgements necessary to establish whether adequate progress is being made. Such judgements will be based on classroom observations and curriculum assessments, supplemented, where appropriate, by standardised tests. Reference will also be made to the outcomes from baseline assessments and any age-related expectations. Notes from termly 'Pupil Progress meetings' will also inform a class teacher's judgments at this stage. The SENDCo uses several additional assessments which assess additional areas such as working memory, non-verbal and verbal reasoning and visual stress.

Our approach to identifying and appropriately responding to a child's SEND needs is in line with Gloucestershire's Graduated Pathway. The Graduated Pathway is based on an Assess, Plan, Do, Review model which is outlined below.

### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

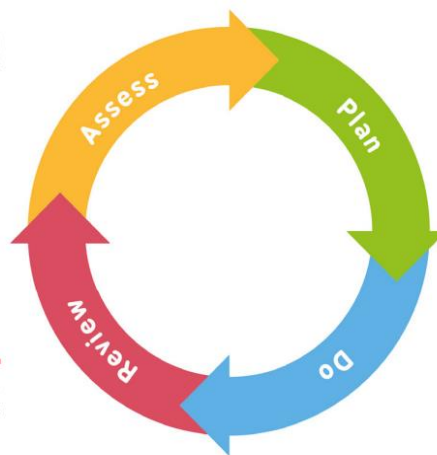
Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENDCo.

Continue with observations to see how the child responds to the support.



Once a concern has been raised about a child's progress, further investigation will be necessary. The class teacher and SENDCo will discuss the areas causing concern, referring to the SEN Code of Practice and the Gloucestershire Guidance for Education and SEND Professionals booklet. The child's progress will be compared to the information and statements within the appropriate area of need. If, after careful consideration, the class teacher and SENDCo feel a child's difficulties are significant, this will be raised with the parent/carer at the next Parents' Evening or, if this is not for some time, a meeting will be arranged to discuss the child's progress. This will be an important meeting and a time for the parent/carer to share their thoughts and any concerns about their child.

If it is agreed the difficulties are impacting on the child's progress and additional provision is deemed necessary, the pupil will be placed on the SEND Register. This document identifies the area of need for each child and the degree of any difficulty, categorising whether the pupil is at the initial SEND Support stage or whether they have an Education, Health & Care (EHC) plan. If a child's needs are such that it is deemed unnecessary to be placed on the SEND Register straight away, they will be added to the 'Cause for Concern Register' and will be monitored closely.



## How does the school teach and support pupils with SEND?

For those pupils at 'SEND Support' level, the provision may include extra help and individual work tasks within the classroom so that the child can access the National Curriculum and address their key targets. This may include things like more practical learning, adapted resources or additional support from one of the adults in the classroom. It may also include a number of withdrawal intervention sessions a week with a teaching assistant or teacher, depending on the child's needs. These sessions will last between 15 and 45 minutes and will take place in such a way that the child will not miss any specific teaching time from English or mathematics lessons. They will also aim to ensure that the child still has access to the other areas of the curriculum.

Some of the intervention programmes available include:

- Reading Buddies – parents and members of the community are paired with a pupil and read together regularly
- 1:1 or small group Maths & English (reading, writing and spelling) intervention
- Homunculi
- Plus 1 and Power of 2 maths intervention
- Precision Teaching
- Pre-teaching
- Time to talk
- Socially speaking
- Reciprocal reading
- Speaking & Listening, Language & Communication interventions as directed by SALT
- Little Wandle Phonics 1:1 and small group tuition
- Write from the start motor skills development
- Speed up handwriting
- Nussy reading and spelling intervention
- Maths booster groups
- Friendship group / Confidence building – individual or small groups.
- Fizzy – physical development programme, individual or small groups
- Jimbo fun motor skills intervention
- Social and emotional interventions
- ELSA

## What is a My Plan and how will it support my child?

Once it has been agreed that a child has additional needs and they require additional provision, a 'My Plan' will be created to document how the school will support those needs. The My Plan will set out a plan for provision, written in language that is easily understood by all parties involved.

Short-term, achievable outcomes (usually 3 or 4) will be listed alongside a need. Actions and resources will be described in order to make explicit how the goals can be attained.

In the case of other areas of SEND, such as those related to a physical or medical need, an Individual Health Plan (IHP) will identify the support the child will be offered. Staff working with the child will have a copy of the plan and be aware of their role in implementing the support.

The plan will also identify the contribution the parent/carer can make to the programme, perhaps with strategies or activities that could be used or completed at home. Children with a My Plan will be supported by the SENDCo to complete a 'My Profile' document. This record aims to help a child share personal information in order to help those working with them understand their motivations, preferences, goals and self-image.



The formation of a My Plan + may be necessary when a child's additional needs require assessment and intervention from different agencies such as education, health and social care. The + denotes that there is an assessment attached to the plan as the child/young person and/or their family have needs which require a deeper understanding before a plan can be completed. A 'my assessment' often involves the support of an Early Help Co-ordinator.

The 'Graduated Early Help Plan' aims to develop one, holistic pathway of early help and support. Conducting a 'my assessment' gives everybody involved an opportunity to air their views and express their hopes for the future. The child and their family also contribute to the 'my assessment' by telling their 'story' and providing a background to the need for support. The team around the child/family (TAC/TAF) look at the support and help already in place for a child and explore what is available through the Local Offer.

The plan is then agreed and as with My Plan, My Plan+ uses regular reviews to show what is working / not working towards the outcomes to be achieved.

### **Once a child has a 'My Plan', how will progress towards the identified outcomes be assessed and reviewed?**

My Plans are working documents which are monitored by the class teachers as part of their normal planning and assessment. The parent/carer and child will be invited to a review meeting with the class teacher each term – usually in October/November, February/March and July, so that the child's progress towards their My Plan targets, can be discussed. Any teaching assistants or other teachers involved with the pupil's support will have contributed to the feedback at this meeting. A record of the agreed outcomes and further actions will be made and will feed into the next 'My Plan', ensuring any continuing support closely matches the needs of the pupil. The SENDCo also offers more formal termly meetings to parents and parents are also offered opportunities to meet with her if the need arises throughout the year.

### **What happens if a child fails to make adequate progress despite the additional provision?**

Where the implementation of the My Plan + framework has failed to meet the educational outcomes, the school and/or parents will make a request for an Education, Health and Care Plan (EHCP). An EHC Plan is a statutory plan that is created when a child's education needs cannot be met within the additional resources already in place. The progress of a child with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education present at the meeting.

Further details about the EHCP process can be found in the [Gloucestershire Local Offer](#).

### **Do the school seek support from external agencies?**

Some pupils with additional needs may need support from professionals outside the school setting in order to address their specific difficulties. The school works closely with a whole range of services and agencies that help provide additional support for pupils.

These include:

- occupational therapy
- speech and language therapy
- school nurse team
- behaviour support services
- early help
- educational psychology service
- teachers for hearing and visual impairment
- advisory teachers

We also have a private speech therapist who comes in regularly to work with individual children and the staff who are supporting them.



If a child is seen by a private professional, school ensure that they liaise closely with the professional to ensure that details about the child in the school setting, also contribute to the assessment.

### **How are parents of pupils' with SEN involved with their child's learning?**

As a school we wish to involve parents at all stages of their child's education so that we can work in partnership to provide any extra support and maximise the child's chances of making good progress.

Any concerns the staff have will be discussed with the pupil's parent/carer at Parents' Evening or, if this is not for some time, a meeting will be arranged. Opportunities are provided for the parent/carer to share their thoughts and any concerns about their child. Often, the SENDco is involved in this meeting.

As a small school, we pride ourselves on getting to know the children and families and our staff and parents are able to keep in regular contact about each individual pupil.

The SENDco also produces a half termly SEND Newsletter for parents and carers which outlines the support available in school and signposts parents to other support that is available to them.

### **How will the school support children with SEND and ensure they can access the curriculum?**

All pupils at our school have the entitlement to a broad, balanced and relevant curriculum and all teaching and support staff are aware of the need for 'inclusion'; this applies to extra-curricular and enrichment activities as well. Pupils with SEND are therefore taught with their peers, in class with the teacher and are encouraged to attend the wide variety of additional activities on offer.

Children study the curriculum appropriate for their age, however, the learning environment will be adapted to ensure those with SEND can access this effectively. Teachers will address any barriers to learning which may exist for certain children and a range of teaching strategies will be used to match pupils' learning needs and styles.

### **What expertise does our school and staff have in relation to SEND?**

The staff at Gretton Primary School are an experienced team, with strengths in a number of areas of SEND. All staff have been trained in Safeguarding Children and child protection issues.

All of our teachers hold qualified teacher status and all relevant members of staff attend training to ensure their skills and knowledge continue to develop. The SENDCo is a qualified and experienced teacher and holds the national qualification in special educational needs as well as receiving SEN training in specific areas. She also attends local cluster meetings and is responsible for the induction of new staff into the school's SEND procedures and for keeping all staff up to date with current SEND issues. The Head teacher also holds the national qualification in SEND and has experience as a SENDCo.

Teachers and Teaching assistants receive a wide range of training opportunities as part of their ongoing CPD and to respond to the needs of individual children they are working with.

Some examples of recent training include:

- Adaptive teaching
- Autism - whole school training
- Trusted Emotionally Available Adults
- Spelling strategies
- Classroom support for pupils with SEND
- ELSA
- Numicon
- Gestalt Language Processing



### **How do the school welcome SEND pupils transferring from other schools and support children when they move on?**

When children with already identified SEND join Gretton Primary School from another setting, their transition documents are sent to the class teacher and/or the SENDCo. The SENDCo and the class teacher discuss the provision to be put in place and the parents are invited to school to discuss their child's needs.

When a pupil with SEND transfers to another primary or secondary school, copies of the child's 'My Plan/My Plan+/ EHCP and records are sent to the new school. If appropriate, when complex needs are involved, a meeting is arranged between the receiving staff and Gretton's SENDCo. With secondary school transfer, an opportunity is arranged for the pupil to be visited by a member of the new school staff so that they can be reassured about the support that will be on offer and they can ask any questions. If necessary, an escorted visit to the secondary school (in addition to any planned induction days) will allow the pupil to see specific facilities.

### **What role do the Trustees have in SEND provision?**

The Trustees determine, with the Headteacher, the school's approach to SEND provision and establish the necessary staffing and funding to meet the needs of SEND pupils. The Trustees monitor the progress of pupils with SEND through the Review of Standards and report to parents on the implementation of the school's SEND policy.

A SEND Trustee is appointed to oversee the school's SEND provision. They monitor the school's implementation and evaluation of its SEND policy, ensure that parents are notified when a decision has been made to provide SEND support for a child and they keep the Trustees informed about the school's provision. On an annual basis the SENDCo and SEND Trustee conducts a survey of the parents / carers of SEND pupils to hear their views and to establish what is going well and what needs to be improved.

### **What can a parent do if they are not happy with the SEND support being offered by the school?**

If a parent has a concern about the SEND provision being made for their child, they should initially talk to their child's class teacher. The SENDCo and Head teacher are also available to discuss with parents any issues that are concerning them.

### **How can I find out more about how Gretton School supports pupils with SEND?**

We are very proud of our school and the support in place for children with SEND and we welcome parents and carers into school to discuss any questions they may have.

- For prospective parents, please arrange a visit by contacting the school office: 01242 602679 or [admin@gretton.gloucs.sch.uk](mailto:admin@gretton.gloucs.sch.uk)
- For current parents, please talk to your child's class teacher, the SENDCo or Head teacher.
- For additional information about SEND at Gretton Primary School, please visit the schools' website: [www.gretton.gloucs.sch.uk](http://www.gretton.gloucs.sch.uk)
- To see the school SEND Policy, please visit the school Information page on the school's website – [www.gretton.gloucs.sch.uk](http://www.gretton.gloucs.sch.uk)
- Gloucestershire's Local Offer also provides a wealth of additional information for parents and carers: <http://www.glosfamiliesdirectory.org.uk>



**Helpful SEND websites** The following organisations can provide further information and support. Please note that we are not responsible for the content of external websites.

[AFASIC](#) Supports parents and represents children and young people with speech, language and communication needs (SLCN).

[British Dyslexia Association](#)

[Children's Legal Centre](#) Free legal information, advice and representation for children, young people, their families, carers and professionals.

[Centre for Studies on Inclusive Education](#) (CSIE)

[Child Law Advice](#) website has a section for children and young people

[Contact](#) a charity for families of disabled children.

[Dyslexia Action](#)

[Family Fund](#) Charity aiming to support, advise and possibly help with funds for families with severely disabled children.

[Family Lives](#) Family Lives aims to transform the lives of families by supporting parents at building happier relationships, happier families and a stronger society.

[I CAN - The children's communication charity](#) supports children with speech, language and communication difficulties.

[Information, Advice and Support Services Network](#)

[IPSEA](#) Independent Parental Special Education Advice

[KIDS](#) (Working with disabled children, young people and their families)

[MENCAP](#) Support people with a learning disability.

[MIND](#) (National Association for Mental Health)

[National Association of Special Educational Needs](#)

[National Autistic Society](#)

[National Society for Epilepsy](#)

[Network 81](#) A national network of parents working towards properly resourced inclusive education for children with special needs.

[Scope](#) provide support and information if your child has a physical impairment, learning disability or any other condition.



[Special Needs Jungle](#) Parent-led information, resources and informed opinion about children and young people with SEN, special needs, disability, health conditions and rare diseases.

[Sibs](#) exists to support people who grow up with or have grown up with a disabled brother or sister.

[The National Network of Parent Carer Forums](#)

[Whizz Kidz](#) can help to transform the lives of disabled children across the UK, supporting them to become confident and independent young adults

[Young Minds](#) improving children's wellbeing and mental health.

**This document was reviewed in September 2025**

**The next review will take place in September 2026**

