



Ghyllside School
Special Educational Needs and Disabilities Information Report/SEND Offer

Question	Answer
How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?	We have close relationships with parents and our feeder nurseries. Class teachers are encouraged to raise concerns and have discussions with parents and relevant colleagues. All staff are aware of expected development at different ages and have expertise in identifying additional / special educational needs/disabilities (SEND). If you have a concern about your child's development please raise this with the class teacher in the first instance.
How will school staff support my child?	Class teachers are responsible for the education and progress of all the children in their class. They plan the curriculum for all pupils including those who have SEND. Children may require additional support. This may come in the form of: additional adult support, adapted resources, movement breaks or adapted learning activities. Support may be received as an individual, within a small group or within the whole class. The school has a nominated governor for Special Educational Needs (<i>who reports directly to the governing body</i>).
How will the curriculum be matched to my child's needs?	High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support may be appropriate in some cases. Our practitioners are highly-skilled in adapting the planned curriculum to meet individual pupil's needs. All pupils at Ghyllside receive a full, broad and balanced curriculum.

How will I know how my child is doing and how will you help me to support my child's learning?	In addition to the school's normal reporting arrangements, we also have an "open door" policy to enable more informal and frequent conversations with you and your child. The progress of each child is carefully monitored and tracked on a regular basis. This, along with other information gathered informs staff on the next steps for your child. Progress and targets are discussed as part of the school's normal reporting arrangements. In some cases, your child may require an individual plan or positive behaviour support plan which will be drawn up in consultation with you and your child and reviewed regularly. For some children an Education Health and Care Assessment may be requested with advice and support from external agencies to allow for higher needs funding to be allocated. Where appropriate, we signpost parents and carers to relevant agencies within the community who can offer further support to you and your child. Click on the link below to view the details of the Westmorland and Furness Local Offer. https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0
What support will there be for my child's overall well-being?	A wide range of small group interventions are used to support the wellbeing of children with SEND and to promote positive behaviour. For example, Learning Mentor groups, circle time, the Social Use of Language Programme and Lunch Club. The school follows statutory guidance in the administration of medicines and provision of personal care. Further information can be found in the relevant policies on our website.
What specialist services and expertise are available at or accessed by the school?	When additional advice or support is required, school has a number of positive working links with external agencies and specialists. These include Educational Psychologists, Specialist Advisory Teachers, Young Carers, Action for Children and an Attendance Officer. In addition to this, children can access counselling sessions within school when significant emotional needs are experienced.

	Referrals can also be made to other agencies including the school nurse, Child and Adolescent Mental Health Service, Paediatric services, Speech and Language Specialists and Occupational Therapy.
What training is the staff receiving or have completed to support children with SEND?	Staff share expertise through weekly training opportunities as well as accessing local and national training. Senior leaders ensure that any changes in regulation or advice are shared in a timely manner with all staff. This includes national DFE guidance relating to SEND and Safeguarding. Individual staff development needs are identified and met as part of the formal appraisal process.
How accessible is the school environment?	All classrooms are on a single level with disability access ramps where needed. We also have inclusive toilets. Please refer to the school's access plan. We endeavour to make school a comfortable, safe and secure environment for all pupils. Where a specific need emerges e.g. sensory, reasonable adjustments can be made in consultation with parents. An example would include the use of ear defenders.
How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?	We have strong links with local nurseries and secondary schools and with other local primary schools. Yearly transitions within school are carefully managed to support children's wellbeing. A range of transition strategies are put in place to support children at the end of key phases – e.g. transition plans, extra visits, holiday activities. Where possible new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases of pupil movement there will be liaison and communication between the schools.
How are the school's resources allocated and matched to children's special educational needs?	We aim to allocate resources appropriately to meet the needs of all children with special educational needs or disability.

How is the decision made about what type and how much support my child will receive?	The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent/carer. Support for your child is primarily focussed on quality-first teaching and adaptations within the classroom by the class teachers. On the recommendations of specialists, additional funding may be sought to further enhance the amount of support your child receives. The amount and type of support your child receives will be reviewed on a regular basis against the progress your child has made. More information about decision making and levels of SEN support can be found by clicking the link below. SEN Support
What are the contact details of support services for parents/carers of children with SEND?	SENDIASS Kendal: Westmorland and Furness SENDIAS Service Zoe McSorley Tel: 07774 337248 zoe.mcsorley@westmorlandandfurness.gov.uk

At Ghyllside Primary School every teacher is a teacher of every child, including those with SEND.

Our SEND profile for 2025-2026 shows that we have 19% of children identified as having SEND (including EHCPs).

This percentage is made up of the following groups:

- 26% are identified as having SEND linked to Cognition and Learning as a category of need (*including maths, reading, writing and spelling*)
- 25% are identified as having SEND linked to Communication and Interaction as a category of need (*including speech and language difficulties and problems with social interaction*)

- 13% are identified as having SEND linked to Physical and Sensory as a category of need (*including disabilities such as those affecting mobility, sight and hearing*)
- 36% are identified as having SEND linked to Social, Emotional and Mental Health as a category of need (*including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties*)
- 11% of our SEND register have an Education and Healthcare Plan (EHCP)
- 2% of our school population have an Education and Healthcare Plan (EHCP)