

Bernard Gilpin Primary School SEND report 2026-27

What is the SEND information report?

The SEND Report contains information for Parents/ Carers of pupils who have Special Educational Needs and/or Disabilities (SEND) and all those who have additional needs. This information outlines the support and provision they can expect at Bernard Gilpin Primary School

What can I expect if I send my child to Bernard Gilpin Primary School?

Bernard Gilpin Primary School is a fully inclusive mainstream setting that is committed to providing appropriate, high quality education to all pupils. We believe that all pupils, including those with special educational needs and/or disabilities, are entitled to a broad and balanced curriculum that is accessible. As a school, we have high expectations of all our learners and ensure that all pupils develop socially, emotionally and academically.

Bernard Gilpin Primary School is committed to inclusion: we have cultures, policies and practices that include all learners. We aim to promote a sense of community and belonging, and to offer new opportunities and experiences to all of our learners. Not all pupils will be treated in the same way, but we will respond to learners in ways which take account of their varied life experiences, interests, strengths and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, attainment or background. Particular attention is paid to the provision for, and the achievement of different groups of learners.

OFSTED 2022 reported that at Bernard Gilpin Primary School,

“Pupils with SEND access the same curriculum as their peers. Teachers provide bespoke and practical resources where pupils need them. Pupils partake in emotional, sensory or therapy sessions to support with their well-being.”

Bernard Gilpin Primary School aims to make appropriate provision for pupils recognised within the four broad areas of SEND need:

- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Communication and Interaction
- Sensory and or physical needs

For further information, please refer to our SEND Policy.

What should I do if I think my child has Special Educational Needs?

If you have concerns that your pupil may have a Special Educational Need you should talk to the pupil's class teacher and then the SENDCo, who can advise and offer support for pupils with SEND. You should talk to them about:

- Why you think your child has SEND.
- Whether your child learns at the same rate as other children their age.
- What you think the school can do to help.
- What you can do to help

The SENDCo will meet with the pupil to gather their views and may observe the pupil and/or conduct some assessments in addition to speaking to class teachers and support staff about the pupil's progress. The SENDCo will then use the SEN Code of Practice (2014) to decide whether your pupil meets the criteria to be placed on the SEND Register. The SENDCo and Parent/Carer may agree that an external specialist such as a Speech and Language Therapist should become involved in order to carry out further assessments.

If it has been decided that your pupil has a special educational need the school will put a step-by-step plan in place which follows the *Special Educational Needs Code of Practice* guidelines.

For further details, please refer to the school's SEND Policy, which can be found on the website.

How does Bernard Gilpin organise support for children with SEND?

Bernard Gilpin operates a whole-school approach to SEND policy and practice. As far as possible, pupils with SEND are fully integrated into mainstream classes. Every effort is made to ensure that all pupils have full access to the Early Years Foundation Stage and National Curriculum and are part of all aspects of school life.

The main methods of provision offered by the school are:

- Quality first teaching
- Additional help and support offered by class teachers
- Lessons and resources that are differentiated to ensure they are accessible to all learners
- Pastoral support
- Periods of withdrawal to work with a Teaching assistant (where appropriate)
- In-class support provided by a Teaching Assistant

The SENDCo co-ordinates all relevant support for pupils with SEND and in collaboration with class teachers, will decide on the most appropriate action to be taken to help the pupil make progress. Based on the results of previous assessments, this action could be:

- To create a one-page support plan to inform staff of the pupil's needs
- Access to a calm, quiet environment during break and lunchtimes
- Deployment of extra staff to support pupil (where appropriate)
- Intervention groups e.g. 1:1 reading, social skills groups etc.
- Additional training for staff
- Referrals to external agencies and specialists e.g. Children and Young People's Service, Educational Psychology, Autism Outreach Team etc.

What happens if my child has a high level of need?

The SENDCo will be heavily involved in planning the transition for your child to ensure that the appropriate level of support is in place. Your child will be monitored, and their plan reviewed regularly: support will be adjusted as necessary. The SENDCo will liaise with other professionals that work with your child and will seek advice from them as and when necessary. If your child also has health needs, a care plan will be written. Staff will be informed of any adjustments that need to be made.

What clubs are available for my child?

Bernard Gilpin Primary School offers a range of After School clubs, which all pupils can attend. Class teachers and SENDCo will liaise with the person/people running the club to discuss the additional needs of the pupil. One-page support plans will be shared with staff.

How will I be informed about my child's progress?

Bernard Gilpin Primary School believes in establishing strong relationships with Parents/Carers. Parents/Carers Evenings and SEND review meetings operate throughout the school year. Parents/Carers can make appointments with specific members of staff upon request.

Class teachers review the progress that the students make on a regular basis. Progress and attainment data is shared with Parents/Carers on a termly basis. SENDCo tracks and monitors progress to ensure that all students are making progress.

Pupils with an Education, Health and Care Plan will have a formal review of their plan annually. This meeting will include Parents/Carers and any other professionals who work with the pupil.

What additional intervention may my child receive at Bernard Gilpin Primary School?

If your pupil requires support over and above what is delivered by the teacher in the mainstream classroom they may be given:

- Teaching Assistant to support in class
- English and/or Maths interventions.
- Adapted materials
- Small group or one to one reading
- Lunch and break time support
- One-page support plans will be given to staff (as required)
- Dyslexia screening
- Educational Psychologist assessment
- Children and Young People's Service referral
- Autism Outreach Service referral
- Speech and Language Therapy referral
- Language and Learning Partnership referral
- Social skills sessions – Lego therapy, Social stories

How will Bernard Gilpin Primary School prepare and support my child when they join the school or move on to another primary or secondary school?

Bernard Gilpin Primary School works closely with our feeder Nursery schools to ensure that the transition process begins when Parents/Carers are given a place in the school. The SENDCo will meet with Parents/Carers and the SENDCo of the Nursery school to discuss the child's needs. Appropriate support will be put in place for the pupil starting school. Parents/Carers are encouraged to attend transition meetings, open days and evenings to build relationships with key staff and familiarize themselves with the classroom environment.

The SENDCo from secondary schools will visit pupils at Bernard Gilpin and discuss transition arrangements, along with the needs of the pupil. Parents/Carers will be informed of arrangements made and encouraged to attend the meetings. Parents/Carers will be encouraged to attend open days and evenings at the pupil's new school to build relationships with key staff and familiarize themselves with the environment.

Where a pupil transfers to us part way through the year, the two schools will exchange information. If necessary, the two SENDCo's will meet to discuss the pupil's needs and any provision which should be made.

When moving classes in school, information will be passed on to the new class teacher in advance, additional advice will be shared with the new teacher.

How will my child's needs be identified and assessed?

At Bernard Gilpin Primary School, we aim to identify any additional needs as early as possible for each pupil to make good progress. Teaching and supporting pupils with SEND is a whole school responsibility.

All teachers are responsible for identifying pupils with SEND and, with the SENDCo, will ensure that those requiring different or additional support are identified. Regular assessment ensures that pupils who are not making academic progress in line with their peers can be identified effectively.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools to ascertain pupil progress through:

- Information provided by previous school/schools
- Evidence obtained by teacher observation/assessments
- Their performance when judged against the appropriate National Curriculum Level Descriptions
- Standardised screening or assessment tools
- External support services may also play an important part in helping the school identify, assess and make provision for pupils with SEND

How will Bernard Gilpin Primary School ensure my child is included in all aspects of school life?

At Bernard Gilpin Primary School we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes with appropriate support. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. We ensure reasonable adjustments are made where appropriate for disabled pupils under the protective characteristics of the Equality policy, (see Equality policy and Accessibility plan)

Staff at Bernard Gilpin Primary School value pupils of different abilities and actively support inclusion. The school recognises the entitlement of all pupils to a balanced, relevant and broad curriculum.

Within the school both staff, pupils and Parent/Carers will be involved in deciding the best ways to support each pupil's individual needs. There is flexibility in the approaches used to cater for these individual needs.

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing body will ensure that appropriate provision and reasonable adjustments will be made for all pupils with SEND.

Within each class, teaching and learning styles will be flexible to ensure effective learning. Grouping to support pupils with SEND will be part of this process.

How will staff in Bernard Gilpin Primary School support my child's learning?

Differentiation takes a variety of forms within each teacher's planning. Learning intentions are made explicit and activities may be adapted. Alternative methods of responding or recording may also be planned.

How will the curriculum be matched to my child's needs?

We recognise that each individual pupil learns at different rates and that there are many factors that may affect their achievement, including ability, emotional state, age and maturity. We aim to provide a differentiated curriculum appropriate to the individual needs and abilities of each pupil. Pupils will be given appropriate support in order that they experience success. Each pupil is treated as an individual and their lessons are planned to meet their needs and abilities.

What specialist resources and services are available at or accessed by pupils at Bernard Gilpin Primary School?

Bernard Gilpin Primary School recognises the important contributions that external support services make in assisting to identify, assess, and provide for our SEND Pupils. If considered necessary, colleagues from other support services will become involved with SEND pupils. These agencies include:

- Educational Psychology
- Consultants, GPs etc.
- Speech and Language Therapy Service
- Children and Young People's Service (CYPS)
- Children and Adolescent Mental Health Services (CAMHS)
- Clinical Psychology Team
- Physiotherapy and Occupational Therapy teams
- Autism Outreach Team
- The Virtual School (for Looked After Children)

In addition, important links are in place with the following organisation:

- Social Care

How will I be involved in discussing, planning and supporting my child's education?

The partnership between Parents/Carers and ourselves is considered crucial. It is an important factor in the success of our pupils, and we are keen to ensure that you are well informed about the progress of individual pupils. Parents/Carers have a unique overview of their child's needs and how best to support them.

Both staff and Parents/Carers are fully involved in any decision making. Pupils are encouraged to participate in the decision-making processes that affects them. Parents/Carers and pupils are invited to review meetings to discuss outcomes and progress and to contribute their views.

Parents' Evenings and SEND review meetings provide regular opportunities to discuss concerns and celebrate progress. Parents/Carers can make appointments with specific members of staff upon request.

SEND Information and Advice Service SENDIAS are available to offer advice and support to Parents/Carers. Contact number 0191 537 5764.

What if my child needs transport to or from school?

If your pupil has an Education, Health and Care Plan they may be entitled to a taxi funded via the local authority. Home to school transport is the responsibility of the Local Authority and further information can be found on the Sunderland City Council Website:

<http://www.sunderland.gov.uk/index.aspx?articleid=718>

What care, guidance and support is available at Bernard Gilpin Primary School?

The emotional wellbeing of our pupils is very important to us. We have an effective, well established pastoral team who know our pupils very well. We have policies in place to ensure that pupils feel safe and understand what is expected of them in terms of their behaviour and conduct.

We are a fully inclusive, caring community who value and celebrate diversity. All pupils are valued equally, and we strive to eliminate prejudice and discrimination.

All pupils access a PHSE curriculum that reinforces British values and includes issues of disability, difference and valuing diversity.

All staff take the safeguarding of students very seriously and have the required level of safeguarding training as well as a designated team of staff who have more in-depth training. There are policies and procedures in place to ensure the safety of all.

The school has designated staff who are responsible for health care coordination. They are responsible for coordinating the everyday care of pupils with medical needs including the administering of medications and the delivery of first aid.

What training have the staff supporting my child had?

The SENDCo is a qualified teacher and has completed the National Award for Special Educational Needs Co-ordination. Regular SENDCo network meetings are attended that provide updates on any developments in SEND and inclusion.

All our staff receive regular training to ensure that they can provide the very best education, care and support to your pupil. Within the SEND and Pastoral team, individuals have gained the necessary training in the following areas:

- Dyslexia
- Autism
- Behavioural, Emotional and Social Difficulties
- Administration of Medicines
- Epi-Pen Administration
- Visual impairments
- SEN Code of Practice, 2014
- First aid

Additional SEND training is provided for staff through meetings, continuous professional development sessions, INSET days and external training.

All staff have access to professional development opportunities.

Who should I contact for further information about my child?

- The SENDCo – Mrs G O'Mara
- The SEND Governor – Mr A Hennis
- Individual class teachers

To contact the SENDCo – Mrs G O'Mara, please telephone 0191 917 2999

Who can I contact if I have a complaint?

- If a parent/carer wishes to complain about SEND provision or the SEND policy they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Sunderland City Council Local Offer

The aim of this page is to provide comprehensive and up to date information on local organisations, services, activities and events relating to children and young people and their Parents/Carers as well as professionals working with families.

Please click on the following link to take you to the Local Offer:

<http://sunderland.fsd.org.uk/kb5/sunderland/directory/home.page>

Alternatively, you can search for www.sunderland servicedirectory.co.uk

Monitoring and Review

The SEND Information Report will be reviewed annually by the SENDCo.

Date Document Reviewed: July 2026

