SEND Information Report Gatehouse Primary Academy
September 2026

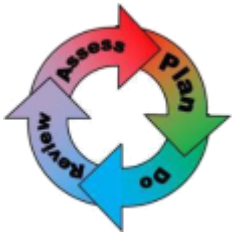
	What we do at Gatehouse Primary Academy
What kind of Special Educational provision is made at Gatehouse Primary Academy?	Gatehouse Primary is a mainstream setting with 334 pupils from Reception to Year 6. We provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being. The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014: **Cognition and Learning**. This covers learning difficulties both moderate (MLD) and severe (SLD) where support is likely to be needed across all areas of the curriculum. It also covers difficulties which affect one or more specific aspects of learning (SpLD). This encompasses a range of conditions such as dyslexia,dyscalculia and Developmental Co-ordination Disorder (DCD). **Communication and Interaction**. Children with Autistic Spectrum Condition (ASC), Speech language and Communication Needs. **Social, emotional and mental health (SEMH)** SEMH covers a range of problems including; mental health difficulties, ADHD, social anxiety, confidence or self-esteem issues. **Sensory and/or physical needs**. This covers Hearing Impairment (HI) Visual Impairment (VI) Multi-Sensory Impairment (MSI) and Physical difficulties (PD). Extra-curricular activities. All children are encouraged to take part and we monitor the provision to ensure that there are no barriers to equal participation. We currently have 78 pupils on the SEND register and are supporting the following types of needs: 30% of **Cognition and Learning** 53% of **Communication and Interaction** 16% of **Social, Emotional and Mental Health Difficulties** 1% of **Sensory and/or Physical Needs**. Last academic year (2025-2026), we had 65 pupils on the SEND register with the following types of needs: 25% of **Cognition and Learning** 57% of **Communication and Interaction**

	17% of **Social, Emotional and Mental Health Difficulties** 1% of **Sensory and/or Physical Needs**. If you want to know more about SEND at Gatehouse Primary Academy, please contact the SENDCo, George Vaughan. Information regarding the support available in Devon for children with SEND is available from **Devon's SEND Local Offer** https://www.devon.gov.uk/education-and-families/send-local-offer/
How do we identify pupils with SEND? Information about the First Federation Trust policies for identification and assessment of pupils with SEND can be found by clicking on the link below: https://www.firstfederation.org/send-and-equality/ 	Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made ***which is additional to or different from*** that normally available in a differentiated curriculum. We regard pupils as having a Special Educational Need if they: • Have a significantly greater difficulty in learning than the majority of pupils of the same age, or; • Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014) Children with SEND are identified by the following assessment routes all of which are part of the overall approach to monitoring progress of all pupils: • Child performing below age related expected levels and performance thresholds – this could be in any of the core subjects, or in social emotional development. • Assessments of children on entry to school e.g. Speech and Language assessments, Baseline assessments • Ongoing tracking attainment of children through the year • Internal assessments including working memory, dyslexia screening, language and vocabulary knowledge • Concerns raised by parent • Concerns raised by teacher, for example behaviour needs or self-esteem affecting academic performance • Clear systems to raise concerns in place, involving consultation with parents.

	• Consultations between class teachers and members of the leadership team where progress is discussed • If children have English as an Additional Language (EAL) and there are SEND or progress concerns, the school may commission first language assessments to ensure an accurate assessment of need is made. • Extensive Liaison with external agencies e.g. SEMH, Communication and Interaction Team • Health diagnosis through Paediatrician or advice from GP • Liaison with previous school or setting, if applicable

How does the school approach teaching pupils with SEND? 	We believe that all teachers are teachers of SEND and every teacher is responsible for meeting the needs of pupils with SEND in their classroom. Provision for SEND pupils includes: • Ordinarily Available Provision (OAP), with appropriate adjustments made for all pupils • Extra adult support in classrooms where appropriate • Inclusive approaches are used across the school to enable all children to reach their full potential • Personalised provision through time-limited programmes • Personalised provision through adapted resources and interventions • The SENDCo makes regular classroom visits to check pupils with SEND are making progress in their learning Some examples of the support we offer at Gatehouse Primary Academy are listed below: • Take 5' tables in every classroom to support our children's wellbeing whilst in school. • Interventions to support the SEMH and C&I needs of our children: The Forest, The Cove (sensory room), social skills groups, mindfulness activities and the Home Zone. • Precision Teaching based interventions. • Read Write Inc. Interventions to support reading development. • Language Link Interventions to support speech and language development. • Number sense interventions
How do we evaluate the effectiveness of provision for pupils with SEND?	• Teachers are continually monitoring the progress and outcomes for all in their class as part of their OAP and will adapt provision as required.

	• Progress of individual pupils with SEND and the impact of support given is evaluated at least termly through discussions with the pupil, parents and carers and adults working with the pupil. • Impact of interventions and SEND provision is evaluated by teachers and school leaders at least termly and adapted as required. • Progress of SEND is reported termly to the Board of Directors and our SEND Information Report, posted on the website, is updated at least annually and when any significant changes are made to our provision.

What arrangements are in place to assess and review pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review? 	These arrangements include: • Graduated approach with cycles of Assess Plan Do Review • Data tracking for pupil progress • Personal Learning Plans (PLP) • Unit or School Provision Mapping • EHCP reviews • Observations and follow up parent meetings • Specialist support/assessment e.g. Boxall Profiles

How is the curriculum and the learning environment adapted for pupils with SEND? 	At Gatehouse Primary Academy, we seek to make as many reasonable adaptations as we can to ensure that learning is maximised and needs are met. The curriculum/learning environment may be adapted by: • Groupings that target specific levels of progress; • Adapted resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and or examinations • Targeted use of additional adults as appropriate • An extensive range of additional resources: e.g talk tins, spell checkers, fiddle tools, task management boards etc. Our Accessibility Plan also provides further examples and can be found here: https://www.firstfederation.org/send-and-equality/
What support is available for improving the social, emotional and mental health of pupils with special educational needs? 	All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. They are supported in this by: • High quality PSHE lessons • Alternative lunch time provision • A Social, emotional and mental health support team providing programmes such as Emotional Literacy Support groups, self-esteem building and anger management • Specialist support for individual pupils via The Home Zone, The Forest and The Cove. • A mentoring system • School Council • Pupil Voice

Who should I contact if I am worried or if I would like to talk to someone about SEND? 	George Vaughan is the Special Educational Needs and Disabilities Co-ordinator and works closely with teachers and the Senior Leadership Team to meet the needs of all pupils with SEND. George Vaughan can be contacted by telephoning the school directly: 01626 862605 Or by contacting via email: george.vaughan@firstfederation.org.uk The Director with responsibility for SEND is: **Carolyn Bromfield** She can be contacted by email: admin@firstfederation.org.uk

What training and expertise do staff have in relation to children and young people with SEND, including how specialist expertise is secured?	• Our SENDCo, George Vaughan, holds BEd in Primary Education and has already completed a National Professional Qualification for Leading Behaviour and Culture (NPQLBC). He is currently completing the National Award for Special Educational Needs (NASENDCo). • Our Family Support Worker, Bev Cook, has a Certificate of Higher Education in SEND and has trained in therapeutic approaches to supporting children experiencing adversity. She has worked in education for over 25 years. • Our Forest Lead, Claire Twitchin, has several years of experience of working in special education settings and has completed training in Understanding Autism, ADHD, Attachment Based Mentoring and Adverse Childhood Experiences. • Gatehouse Primary Academy has 2 trained Mental Health First Aiders. • One member of staff is a trained Forest School practitioner. • The SENDCo attends half-termly First Federation Trust SEND Network days • The SENDCo regularly provides input at SEND specific staff meetings. • During the last academic year specific staff have undertaken individual training in the following areas: Attachment Awareness, Relational Support Plans, Autism and ADHD. • When required, specialist expertise from external services such as Communication and Interaction Team (CIT), Speech and Language Therapy (SALT), Child and Adult Mental Health Services (CAMHS), SEMH Team and other services are employed as appropriate. • At least half termly, staff are provided with the opportunity to discuss any concerns or observations of individual children. They are given support and advice which is followed up by further professional discussions and monitoring as appropriate • An audit of staff experience in SEND is undertaken annually.
How will equipment and facilities support children and young people with special educational needs be secured? 	Where assessment has shown the need for a particular piece of equipment the school does not already have available this can be secured for the individual child through direct negotiation with: • Other schools • Support services • Charities • Volunteers The Accessibility Plans for the First Federation schools can be found http://www.firstfederation.org/send-and-equality/

What arrangements are made for involving and consulting parents of children with special educational needs? 	If parents/carers have any concerns about their child relating to SEND, they should, initially, contact/meet with their child's class teacher. Following this meeting our SENDCo can be contacted by telephone or email • 01626 862605 • george.vaughan@firstfederation.org.uk Parents/carers are also involved via: • Regular Team Around a Family (TAF) meetings where the relevant professionals working with your child can discuss progress and the next steps • Reviews of EHCPs • Parent Meetings with SENDCo present as required • Early Help Parent Partnership – Devon SEND offer
What arrangements are made for consulting young people with special educational needs and involving them in their education?	We greatly value the active participation of young people in their education. This is facilitated by: • Active involvement in planning and evaluating targets set in Personal Learning Plans, at least termly. • Young people have an active involvement and their views are an important part of the EHCP Review process • Where appropriate, pupil voice is gathered in an age appropriate manner by meetings with the child In school pupil voice is also facilitated by: • School council • Other student leaders • House Captains • Emoji sheets (scaling activities)

How does the school ensure the continuity of support when children progress to the next phase of their education?	• We have close links with colleagues at local pre-school and secondary schools in the area. A smooth transition between phases of education is ensured by: • Meetings (in person/virtual/telephone) between the SENDCo and the SENDCo of the previous or receiving school. • Early communication with partners including attendance at TAF meetings • SENDCos of local Secondary schools invited to attend meetings involving young people expected to transition to their school • Where identified as appropriate, pupils may be accompanied by school staff to help adjust to a new school ('Enhanced transition') • Information, including high need profiles and any other written information that is helpful for their transition will be provided to the next teacher and to any new school. • Transition meetings for children with complex needs. • Transition booklets for children to have prior to moving on.
What arrangements are in place relating to the treatment of complaints about SEND provision?	If you have concerns about your child's SEND provision, you should initially raise these with the class teacher and/or the Unit Leader/SENDCo The First Federation has a complaints procedure, which can be found at http://www.firstfederation.org/complaints/ If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage. **Parents and Carers can access further information, support and guidance from Devon Information Advice and Support for SEND** https://www.devonias.org.uk/