Gatton Primary School SEND Information Report 2026 to 2027

"Rabi Zidni Ilma" - Oh Allah Increase My Knowledge

As a school we work within the Wandsworth guidance on provision for children with Special Educational Needs and Disabilities (SEND) in mainstream schools, which explains the ways children with different additional needs are provided for within the school. We also follow our 'Equality' policy.

Gatton Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs. The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

At Gatton School, our Special Education Needs Co-ordinator (SENDCO) is **Ms Shihara Afzel for EYFS and KS1** (Assistant Headteacher) and Ms Syeda Syed (Assistant Headteacher) for KS2. They both work under the direction of the Headteacher, Mr Majid Ishaque. **The SENCOs** can be contacted on **0208 682 5570.** The email address is send@gatton.wandsworth.sch.uk

The SEND governor is Mr Ayaz Niazi.
The Inclusion Governor is Maulana Maksud Gangat.
The Chair of Governors is Yunus Bobat.

What should I do if I am concerned about my child's progress or special educational needs?

If you have any concerns regarding your child's academic progress or emotional well-being, please contact the class teacher who will be happy to discuss your child.

The class teacher will discuss this matter with you and take it up with the SENDCO if necessary.

The class teacher is responsible for:

- Adapting and refining lessons and learning activities to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress within everyday teaching.

If it has been agreed that a pupil requires additional SEND support the class teacher will contribute and oversee delivery of personalised plans.

The SENDCO(s) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.

How does the school decide whether a child/young person has special education needs and what extra help they need?

If a child starts at Gatton with already identified special needs or a disability, we will work with parents and past schools/nurseries and professionals to put a programme in place to meet the needs of your child.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Sufficient progress can be identified as that which:

- Prevents the attainment gap between the child and his/her peers from widening.
- Closes the attainment gap between the child and his/her peers.
- Improves the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with SEND, Gatton will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a learning plan.

The SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

The class teacher after discussion with the SENDCO will then provide interventions that are additional to the school's adapted curriculum. The child will be given further personalised learning targets which will be applied within the classroom and beyond. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the teacher, SENDCO, parents and pupil.

How will I know how my child is doing and how will you help me to support my child's learning?

The school holds parental consultation meetings in the autumn and spring terms to provide parents with information about how their child is progressing. A formal end of year report is shared at the end of the summer term, with parents invited to make an appointment to meet the teacher to discuss the report if they wish to do so. Parents with SEND children will be invited to meet the class teacher once a term to set and review targets.

There are regular informal opportunities for parents to see class teachers at the daily meet and greet time at the start and end of the school day.

If parents note a concern about learning and progress, this can be raised at any time in the school year. This can be done by leaving a message with the office staff or approaching the class teacher to request a meeting. The teacher will arrange a meeting time with the parents to discuss their worries or concerns.

The school runs regular workshops and events to inform parents about what is being taught in school, the strategies that are being used and how parents can help (e.g. reading sessions in Reception and Year 1, reading cafés in Y2-Y6, English and Maths based workshops, phonics workshops and SATs briefings). There is a monthly coffee morning meeting open

to all parents where they can raise any queries regarding school policies and provision. Special focus sessions may be delivered by visiting speakers (e.g. Education Welfare Officer and safeguarding practitioners).

The SENDCO convenes meetings with parents of SEND pupils to discuss targets, provision plans and share information from external agencies (e.g. Speech Therapist and Educational Psychologist).

How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?

The school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision.

We will ensure that parents and pupils (as appropriate) are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required we will agree with parents the best way to share information.

For Year 5 and 6 pupils with SEND, including those with EHC plans, the SENDCO will encourage parents to visit a range of secondary schools, attending open days and finding out about how each school organises SEND provision.

At whole school level the school are also keen to support parents with pupils with SEND and take their views on how we can continue to develop positive experiences for SEND pupils at our school.
Activities include:

- Meetings with parents of pupils with SEND
- Hosting workshops to develop parent knowledge and skills in various aspects of school provision
- Availability of SENDCO at parent consultation evenings to discuss any issues.
- Providing briefings for parents to keep them updated on policies relating to SEND provision.
- Annual parental and pupil surveys to take views on current school provision and recommendations for further development.

How do you assess and review my child's progress?

Class teachers plan and teach lessons to meet the needs of all learners. They follow the marking and feedback policy to monitor progress on a daily basis and involve pupils in this process (e.g. self-evaluation and discussion).

Each half term, teachers administer formal testing. They also scrutinise children's work to help them assess pupil progress.

Senior staff and subject co-ordinators regularly moderate work in books, with attention paid to how children are being supported to progress through the marking and feedback provided by teachers. Termly staff meetings are used for all teachers to look at pupils' books and moderate children's progress.

Pupils with EHCPs undergo an annual review process that takes place with the involvement of the parents, class teacher, SENDCO, Local Authority representative and external agencies involved in supporting the child. The voice of the child is also reflected in this process.

How is teaching and the curriculum adapted to my child's needs?

Our teachers adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long term goal of encouraging and developing independent learning skills.

If required more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their SEND Support Plan.

The graduated response:

Quality First Teaching	SEND Support	EHCP
• Inclusive practice • Thorough assessment & planning for progress • Quality feedback & target setting • Teacher identified needs • Class team liaison & thoughtful deployment of additional adults	• Class teacher identifies needs and discusses with Phase leader • Refer to SENDCO • Additional in school provisions based on need, learning plans created and reviewed with parents and child • ELSA support • Specialist support from outside agencies	• Limited to no progress • EHCNA/EHCP • Specialist support is provided by therapists or services who work with the children/staff in school • Annual reviews managed by the SENDCO

A range of additional provisions that are made available on an "as needed" basis and are not specific to key stages or year groups

Support from a TA or Learning Support Assistant within or outside the classroom in a small group
Additional reading / phonics / writing groups (1-1 and small group sessions)
Handwriting practise groups
Withdrawal from class with an ELSA for emotional support.
Speech and Language sessions: Children with Speech and Language difficulties will receive support via referral to SALT. Speech and Language Therapists work closely with the school, sharing their expertise with all staff.
Educational Psychologist advice / support
Visual Impairment service: Children with sight needs – support and advice from Linden Lodge School.
Hearing Impairment service: Children with hearing impairment – support and advice from Linden Lodge School.
Occupational therapist: Children with physical difficulties – support from St George's Community Specialist Therapist
Children with communication difficulties – support via advice/inset sessions from the Wandsworth Autism Advisory Service.

What support is there for my child's emotional well-being?

All members of staff at Gatton School are involved in supporting the emotional well-being of all pupils. Support in this area is strongly supported by our Islamic Studies curriculum and PSHE (Personal, Social and Health Education) and programme of weekly assembly themes.

All children have daily opportunities to voice their worries (informal discussions, circle times, worry boxes and 'place to go'). Staff are readily available for children to talk to at any time if they need to. Pastoral care is a very strong feature of the culture of Gatton School.

Any children who are presenting with emotional needs are supported through a range of strategies which are drawn up in discussion with the child, class teacher and parents. This is summarised in the form of a care plan. Some strategies commonly used are: mentoring support and feelings diaries. We also provide the ELSA programme (Emotional Literacy Support) by trained TAs. Our trained ELSAs will provide a six week individualised programme supporting pupils to overcome difficulties. If necessary, we can also contact professionals outside of school to give extra support/advice for supporting your child's emotional well-being if required.

If there are any concerns about bullying taking place (e.g. via the worry box, child speaking to a member of staff, parent talking to a member of staff etc.) this will be dealt with immediately. The Headteacher and class teacher(s) will talk to all involved and the matter will be treated extremely seriously. Parents will be called into school to discuss the underlying issues and how they might be best solved.

Anti-bullying (including cyber bullying) is reinforced throughout the year via the Gatton curriculum and special events e.g. Anti-bullying focus week in November.

An excellent range of after school clubs is available in the school and on both sites. We also have a breakfast club. Club places are available on a first come, first served basis. Children who are eligible for free school meals are offered free places.

How do you promote positive behaviour?

We have a very strong structured reward system to encourage and reward excellent behaviour. This includes: class points, weekly certificates for academic achievement and conduct, weekly Golden Time sessions, class monitors, house points (four school houses and every pupil belongs to one), School Council Reps, Eco Warriors and Prefects.

We have a very positive ethos, especially promoted through our Islamic ethos where religious values encourage positive behaviour at all times.

What training and specialist skills do the staff supporting children with SEND have or are having?

Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the school. This helps to identify priorities for our on-going programme of CPD to support whole school inclusive practice and to support new and less experienced staff.

Any staff supporting a child with SEND in school will always have access to relevant training to give them the extra skills necessary. This may be via INSET training at school or at the Wandsworth Professional Centre.

Recent examples of training:

- Completing SEND support plans, including SMART targets
- ELKLAN training for a group of support staff – providing information and strategies to develop the communication skills of all children, especially those with speech, language and communication needs.
- Creating an Autism Inclusive Learning Environment
- Specific input and advice from external agencies e.g. Speech and Language Therapist (e.g. Zones of Regulation and Word Aware) and Educational Psychologist
- Newly qualified teachers received training in meeting the needs of SEND pupils through their induction CPD sessions and mentoring from more experienced teachers in the school
- SENDCO attending termly training sessions organised by Wandsworth
- Training in the use of 'Zones of Regulation' for teaching assistants.

How do you make the school environment and curriculum accessible for all children?

- We have a Physical Accessibility statement.
- We provide a special room for children with ASD/sensory needs to go to when they are unable to cope with a particular situation.
- We have general support equipment available for all children that need them: reading rulers, pencil grips and easy grip rulers. For children with Dyspraxia or general fine motor difficulties, other specialist equipment such as exercise putty, sloping desks etc. can be acquired if deemed necessary.
- We have access to advice from Occupational Therapy specialists where necessary or from Physiotherapists for children who need physical intervention.
- Specialist ICT equipment and software can be acquired if necessary. CENMAC (Centre for Micro Assisted Communication) can provide support and advice for this.
- We can gain support and advice from Linden Lodge School for any child with a visual need.
- We have a lift in our building, so children with a physical disability can access upper parts of the buildings on both school sites.
- Soundfield systems are in some classrooms for children with hearing needs.
- Exam access arrangements are made with reference to official guidance made available to schools (e.g. Standards and Testing Agency).

How will my child be included in activities outside of the classroom?

We make adaptations where necessary to ensure that pupils with SEN and Disability can take part in all aspects of school life. Depending on specific needs of your child a more personalised access plan or individual health care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.
We undertake additional planning and risk assessments to ensure that pupils with SEND can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

How will the school prepare my child to join the school or transfer to a new school?

Children and young people with SEND can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of support by:

When joining the school in our Reception classes:

The SENDCO and/or Early Years staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. If the pupil has more significant needs and/or has support from other agencies this may include more formal transition meetings where needs and the nature of provision are fully documented and more detailed arrangements may be required. Early Years staff may make home visits.

When moving to another school:

We will contact the School SENDCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.We will ensure that all records are passed on as soon as possible.

When moving between classes and phases:

An information sharing meeting will take place with the receiving teacher. If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff.

When moving to secondary school:

Our SENDCO will make contact with the Year 7 leader or SENDCO once a school has been named to start planning for transition.

Multi-agency meetings maybe arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move.

What specialist services from outside does the school use to help meet children's needs and how do we work together?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	What they offer?
Educational Psychology Service	Assessments, guidance, training and advice on supporting children's additional needs. The education Psychologist will work closely with the school and parents to plan Education, Health and Care Plan requests.
Speech and Language Therapy	Assessment, advise and training on supporting children with speech, language or communication difficulties
Occupational Therapy and Physiotherapy team	Guidance, training and support for pupils with identified needs.
Wandsworth Sensory Support, Vision Support Service, and Hearing Impaired Service	Specialist teachers providing guidance and training for staff and 1-1 support sessions for pupils

Wandsworth Autism Advisory Service	Advice and training for staff and parents to support the inclusion of pupils with an Autistic Spectrum Disorder and Social Communication Disorders.
School Nurse	Providing advice, training and support in relation to pupils with medical needs.
Safeguarding in Education	The Education in Safeguarding Officer is available to provide safeguarding advice and support to schools.
CAMHS (Child and Adolescent Mental Health Service).	Provide advice for schools and families about children's emotional well-being and social skills, diagnose specific conditions such as autistic spectrum disorders, ADHD etc.
Virtual School for Children who are Looked After	This service oversees and monitors provision for children who are in care of the Local Authority
Pupil Referral Unit (Victoria Drive)	For outreach support to ensure children are supported appropriately.

What will you do if my child has medical needs?

After close consultation with parents and a discussion about what medical support is required, advice will be taken from the school nursing service and the appropriate support will be put in place. If any specific training for staff is needed, this will be organised and, where possible, will be available for all staff in school. This training will be given by the school nurse or another appropriate professional. The child's medical needs will be reviewed at regular intervals and training will be updated.

What should I do if I am unhappy with my child's support or progress?

In the first instance you should speak to your child's class teacher and the member of the senior staff overseeing the phase. To allow time to discuss the issues you should contact the school office to make an appointment. Depending on the nature of the concern the SENDCO and other senior leaders may attend this meeting or subsequent meeting.

The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist. If your concerns are still unresolved we will advise you to make a formal complaint and direct you to the School Complaints Procedures on the school's website:

https://www.gatton.wandsworth.sch.uk/Policies/ - click on the Complaints Policy.

Alternatively, please speak to a member of the office staff who can provide a paper copy of the Complaints Policy. If your concern is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Wandsworth SEND team. Parents will be contacted directly by the service to receive information about the mediation services and other action you may consider.

Where can I go for further advice and support?

- Wandsworth Information Advice and Support Service (WIASS) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at http://www.wandsworth.gov.uk/wiass email wiass@wandsworth.gov.uk or telephone 020 8871 8065.
- Independent Support Services provide free, confidential and impartial advice to Wandsworth parents and carers. They provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment. Parents and carers can ask for Independent Support from Wandsworth Information Advice and Support Service (WIASS)
- Contact - The charity for families with disabled children. They understand that life with a disabled child brings unique challenges, and they help families feel valued, supported, confident and informed. Contact's website: contact.org.uk provides advice and information about any concern you might have about raising a child with additional needs – from diagnosis, entitlement to services and benefits, to childcare and support when your child is at school. Telephone: 020 89475260 or email: wandsworth.office@contact.org.uk
- Positive Parent Action (PPA) is an independent parents' forum which aims to improve provision for all disabled children and young people from 0-25 years old, living in the Borough of Wandsworth. If you want to get involved in influencing services visit their website at http://positiveparentaction.org.uk/ Telephone: 020 89475260 or email: info@positiveparentaction.org.uk
- **More information** about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at www.wandsworth.gov.uk/localoffer .

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email send@gatton.wandsworth.sch.uk