



WICKERSLEY  
PARTNERSHIP  
TRUST.

# SEND Information Report

## The Gainsborough Academy

**DATE:** January 2026

**OWNED BY:** Executive Lead for SEND

**APPROVED BY:** Education Subcommittee

**WICKERSLEY PARTNERSHIP TRUST**

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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



## 1. Introduction

This is The Gainsborough Academy School's information report about Special Educational Needs and Disabilities (SEND). It is written in line with the SEND Code of Practice 2014 and links to other relevant policies can be found below and on the school website: <https://thegainsboroughacademy.org.uk/>

## 2. The Types of Special Educational Needs Provided for at The Gainsborough Academy and PHASE (SEND Hub)

At The Gainsborough Academy we meet children's individual needs and will make reasonable adjustments to do so. Our inclusive ethos is at the heart of everything we do, and we take pride in creating a welcoming and supportive environment for all.

We provide for all types of SEND of which the broad areas are:

- Communication and interaction;
- Cognition and learning;
- Social emotional and mental health difficulties;
- Sensory and/or physical needs

Our SEND HUB (PHASE) aims to provide a nurturing, inclusive environment for children with complex communication and interaction and/or Cognition and learning needs, including Autism and ADHD. To enable children to access mainstream education with the additional support of access to a more specialised environment.

## 3. Admission of Children with SEND

The Local Authority admits pupils to the school according to its own admissions policy, which can be found at [http://www.rotherham.gov.uk/homepage/85/apply\\_for\\_a\\_school\\_place](http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place)

Children who have Education, Health & Care plans which names The Gainsborough Academy are given priority.

### **PHASE (SEND HUB)**

Admission to a SEND Hub is a structured and collaborative process designed to ensure that placements are appropriate, sustainable, and in the best interests of the child. The process is governed by the principles of inclusion, transparency, and partnership between the Local Authority (LA), the host school, parents/carers, and relevant professionals.

Pupils that may be suitable for a SEND Hub would be identified through either the (1) Education, Health and Care (EHC) needs assessment and new EHC plan or (2) the annual review process. This will include and be informed by discussions with the current setting, evidence provided and involved professionals as well as parents/carers. There is an expectation that a SEND case worker will have gathered sufficient evidence to demonstrate that the child requires a more specialist environment within a mainstream school to support their access to the curriculum and activities offered by the school. The SEND Hubs are not a special school and therefore this must be considered when identifying children that would benefit from this provision.

For more information about our SEND HUB please see our website for the SEND HUB Handbook.

## 4. How do we Identify Children and Young People with SEND?

All children are assessed on entry to school. This includes baseline testing and NGRT testing where we record their reading ages. These assessments tell us how well a child is attaining according to age-related expectations.

If a child is attaining below their age-related expectation in any area, then their teachers use adaptive practices to ensure activities are at the right level of the child. Most children and young people at The Gainsborough Academy will have their needs met through good classroom practice, this is known as quality first teaching (QFT). Over the last three years staff have been trained frequently on QFT practices. However, where concerns are raised The Gainsborough Academy has a rigorous plan, do, review cycle. Early identification is key and we aim to identify children who have any difficulties as soon as possible so that appropriate support can be given.

Children's progress will be monitored by the class teacher. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from their teacher or teaching assistant (Quality First Teaching). Some children also have the opportunity to access a catch-up intervention programme.

If a child either is not making progress then the teacher will consult the SENDCO's through a SEND Cause for concern form, Miss Gibbons, Mrs Cooke or Ms Tate-Brier (Deputy SENDco). The SENDco will then ask staff to complete the graduated response documentation. They may request further assessments, such as a reading test, or may advise referring the child to a more specialist professional, such as our external Specialist Inclusion Team Teacher, Specialist Teacher or the Speech and Language Service. We then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special Educational Needs, when a child is receiving provision different from or additional to that is normally available to pupils of the same age.

For a few pupils, an Education, Health and Care Plan request for assessment will be appropriate. This is a statutory process which involves parents and all other professionals involved with the child.

## 5. Involving Parents and Carers

### Everyone:

- Is asked about their child's needs when their child starts at The Gainsborough Academy; for children transitioning from year 6 to year 7, our Deputy SENDCo works with the primary schools to gather all of the information necessary to support them. This enables us to ensure that support is in place from day one.
- Has the opportunity to discuss any concerns with the class teacher at a pre-arranged time;
- Can telephone the SENDco or Head Teacher with any concerns or queries;
- Is invited to parent evening meetings; if you are unable to attend you can contact the class teacher at any time or the SENDCo to arrange a meeting/call.
- Receives a Pupil Progress Report whether they attend Parents' Evenings or not;
- Receives an annual report;

### Some Parents:

- Whose child is receiving extra support in class are informed about it at Parents' Evenings or at additional review meetings;
- Whose child is chosen to go on an intervention programme will know because the teacher will discuss this with them;
- May notice things at home that we do not observe at school (please let us know any information that we need to know about your child's needs and developments).

## **A Few Parents:**

- Whose child needs more specialised support, because they have SEND, will be invited to have additional meetings in school with the SENCO, class teacher and staff from other services involved, to decide how best to meet their child's needs. These meetings happen at least once a term or more often, if needed.

Children who are Looked After by the local authority will have termly meetings as a matter of course, these may be more frequent if they have Special Educational Needs.

## **How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

Communication with home is very important to the school and we try to promote good communication between all members of staff and parents/carers. Parents/carers can contact staff members directly by email or phone to discuss the progress of their students. Planned arrangements for communicating between school and home include:

- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning. The SEND or pastoral department are available during these evenings.
- Each year group has a report programme, which includes at least three progress checks for key stage three (current levels of attainment) and four progress checks for key stage four (predicted GCSE attainment). Each student receives one full report including a tutor report and head teacher report (alongside current levels of attainment). These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.

## **6. Involving Children who have SEND**

Before each planning meeting, a familiar member of staff will talk to each child with SEN and find out their views. They might ask about what the child finds easy or hard, who the child goes to for help, what the child would like help with next and what the child likes doing, etc.

All the staff who are working with children with SEND are observing them and listening to them on an on-going everyday basis. They are alert to children's feelings and report any changes to the SENCO and the parents which is then recorded on their support plans.

## **7. How do we Assess and Review Children's Progress?**

The school regularly reviews the progress of students' academic and social/emotional development. Evidence of an impact includes:

- We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- Progress against Can Do statements. This is seen through their progress report.
- Evidence that students are making progress socially and emotionally
- The student is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and student
- Formal or informal observations of the student at school
- Students may move off the SEND register when they have 'caught up' or made sufficient progress.

At Key Stage three, data captures occur three times a year. At Key stage four data captures occur four times a year. Effort grades and current attainment grades are reported to parents/carers. The SENCO analyses the progress of students and implements any necessary interventions.

The impacts of intervention programmes are reviewed on a regular basis against targets or statements and in cases where students are not making the expected progress the intervention is appraised and adapted. The SEND Department maintains regular contact with teachers to monitor the progress of SEND students. The SENCO and SEND Admin work closely with the Head of Year and other departments in school who monitor Cause for Concerns (CFCs) and Cause for Praises (CFP) and address any concerns that arise.

## 8. Transition to a New/Secondary School

Before a child moves to our school, the deputy SENDCo at The Gainsborough Academy visits all feeder primary schools to discuss children with special educational needs and disabilities. This ensures that all necessary plans are in place for a smooth and successful transition. Transition arrangements are tailored to each child's individual needs, and staff from primary schools can support by accompanying children on additional visits to our school if needed. We offer enhanced transition days for children who need it. These can be part of a small group from the same school or 1-1 after school if your child is nervous about secondary school.

## 9. Possible Plans for Children with SEN

At The Gainsborough Academy we are very flexible and will do our best to put in place whatever a child needs, so that they are not treated less favourably than other pupils. This could include:

- A sensory approach to learning including sensory circuits;
- More practical activities;
- Smaller learning steps;
- Extra help/supervision from a member of staff;
- Small group or one to one work;
- Different resources or facilities;
- A visual timetable;
- Access to nurture provision or continuous provision

Our staff are experienced and trained in meeting children's needs. When needed, specialist training is arranged so that a child's plan can be delivered.

## 10. A Whole School Approach

At The Gainsborough Academy, we have a whole school approach to SEND and this part of our strategic plans every year. The progress of children with SEND is evaluated, is on our school development plan and a part of staff performance management.

### **As part of our whole school approach:**

- We make sure that adjustments are in place so that children with SEND can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high quality support for improving everyone's emotional and social development by encouraging and making every opportunity for children to make their views and feelings known.

- We have a rigorous report and monitoring system for bullying and investigate any complaint thoroughly and seriously.

**The Gainsborough Academy is dedicated to four core elements within our curriculum:**

**Intention 1: The removal of barriers**

Four common barriers, if left unchallenged, will limit the progress, engagement and development of students who access our curriculum. They are, literacy, numeracy, oracy and vocabulary

**Intention 2: Developing skills for learning**

We strive, at all times, for personal excellence by developing the 5 key skills for success: Recall, interpretation, creativity, analysis, evaluation and divergent thinking.

**Intention 3: Fostering personal attributes**

Our curriculum promotes the skills and attributes our children need in order to develop the independence, responsibility, accountability and resilience they need to have a happy and successful life. We refer to this crucial aspect of our curriculum intent as The Ways and it is embedded in everything we do.

**Intention 4: Enriching student experiences and broadening horizons**

We aim to ensure there are many opportunities to enrich their cultural capital in order for them to become well-rounded human beings ready for the next stage.

## 11. Access Facilities

For children with interaction and communication needs we use visual timetables, PECS. We also have assistive technology and use Chromebooks to support access to the curriculum.

For full information, please see our accessibility policy:

<https://thegainsboroughacademy.org.uk/wp-content/uploads/2025/TGA-Accessibility-Policy-2025-26-1.pdf>

## 12. Complaints

If parents of children with SEND have any concerns or complaints regarding the provision for their child, they should contact either Miss Gibbons or Miss Cooke (SENDCos) or Mrs. Skelton (Head Teacher). If the matter is not resolved, parents should follow the school's Complaints Procedure, which is available from the school office or on the school website.

## 13. Useful Contacts and Information

**The Local Offer**

The School's contribution to the local offer can be found at <https://www.lincolnshire.gov.uk/send-local-offer>

Or via the school website: <https://thegainsboroughacademy.org.uk/parents/send-information/>

**SEND Co-ordinator: Miss Gibbons**

Contact: [jgibbons@gainsboroughacademy.com](mailto:jgibbons@gainsboroughacademy.com)

Telephone: 01427 612411

**SEND Co-ordinator: Mrs Cooke**

Contact: [amos@gainsboroughacademy.com](mailto:amos@gainsboroughacademy.com)

Telephone: 01427 612411

**Deputy SEND Co-ordinator: Ms Tate-Brier**

Contact: [btate-brier@gainsboroughacademy.com](mailto:btate-brier@gainsboroughacademy.com)

Telephone: 01427 612411

**SEND Admin: Caroline Blackwell**

Contact: [cblackwell@gainsboroughacademy.com](mailto:cblackwell@gainsboroughacademy.com)

Telephone: 01427 612411

**LPFC Parents / Carers Forum:**

A registered charity run by and for families of children and young people (aged 0-25) who have Special Educational Needs and/or Disabilities (SEND)

<https://www.lincspcf.org.uk/>

**LIAISE**

<https://www.liaiselincolnshire.org.uk/>

Information, advice and support for parents and carers of children with SEND Contact: 0800 195 1635

**The Government guide to SEND for Parents:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

**For information on admissions, please visit:**

<https://www.lincolnshire.gov.uk/school-admissions>

## 14. External Services

- Lincolnshire children's therapy services: Lincolnshire operates an open referral system for speech and language therapy, physiotherapy and occupational therapy  
<https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-speech-and-language-therapy>
- Lincolnshire Sensory services: <https://www.lincolnshiresensoryservices.org.uk/> Call: 03333 202667 - Text: 07710155104
- Psychology Service: <https://portal.bps.org.uk/Psychologist-Search/Directory-of-Chartered-Psychologists>
- Early Help 01522 782111



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