



Gipsey Bridge Academy – School Local Offer

SEND information for pupils and families | 2026–2027

Our approach to SEND

At Gipsey Bridge Academy, we work in partnership with children, parents, staff and external professionals to identify needs early, remove barriers to learning and help every child make progress. We use a graduated approach and review support regularly.

What are Special Educational Needs?

Special Educational Needs and Disability (SEND) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. A disability is a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to carry out normal daily activities and may create a barrier to learning or accessing the curriculum.

We provide SEN support for pupils with significant needs in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical

The school uses a graduated approach to support. Some children need adjustments and targeted classroom support, while others require more specialist or intensive provision. Children with Education, Health and Care Plans (EHCPs) receive support in line with their individual plans and identified needs.

What should I do if I think my child has special educational needs?

In the first instance, speak with your child's class teacher. At Gipsey Bridge Academy, we value an open and supportive relationship with parents and encourage regular discussion about pupils' progress, strengths and any concerns. If you remain concerned, please speak with **Mrs Case, the school's SENCO**.

How will the school respond to my concern?

We will listen to your concerns and agree appropriate next steps with you. This may include putting strategies or reasonable adjustments in place and reviewing their impact after an agreed period, or monitoring the situation to gather further information. Parents are encouraged to continue communicating with school so that we build a full picture of their child's needs.

How will the school decide if my child needs extra support?

This will be discussed with parents and, where appropriate, the child. We consider the child's academic progress, attainment, personal development, strengths, barriers to learning and the impact of the support already in place. Where a child requires provision that is additional to or different from that normally available, appropriate SEN support will be planned and reviewed.

What will the school do to support my child?

Where appropriate, a meeting will be held with the child's class teacher, SENCO and parents. We gather information about the child as an individual, including their strengths, needs, views, barriers to learning and desired outcomes. A Support Plan may then be used to record targets, outcomes, strategies and interventions.

Support follows a **plan, do and review** approach. Progress and provision are reviewed regularly, with formal reviews at least three times a year where a Support Plan is in place. Parents are encouraged to share concerns or information at any time and do not need to wait for a review meeting.

Who will support my child in school?

As a small school, Gipse Bridge Academy takes a team approach to supporting pupils. Your child may be supported by their class teacher, other teachers, teaching assistants where available, peers, the SENCO, school leaders and, where appropriate, external professionals or agencies. Support is planned according to the individual child's needs.

What training and experience do staff have/or the additional support my child's needs?

Staff have a range of experience and training to support children with additional needs. Training is updated regularly and is identified through school priorities and individual pupil needs. This includes safeguarding, first aid and training relating to specific medical and SEND needs. Staff also access training and advice in areas such as autism, dyslexia, communication and interaction, emotional wellbeing, sensory needs and inclusive classroom practice.

The SENCO coordinates SEND training and works with staff and external professionals to identify further training where required. Staff are also supported to use appropriate strategies and resources to help pupils access learning and develop independence.

Who else might be involved in supporting my child?

Where appropriate, we seek advice from external agencies and specialist services. These may include the Educational Psychology Service, Speech and Language Therapy, Specialist Teaching Service, health professionals, the Lincolnshire Mental Health Support Team and other services relevant to an individual child's needs. We work with parents and professionals to coordinate support.

What support will be there for my child's emotional and social well-being?

We recognise that emotional wellbeing is an important part of learning. Staff build positive relationships with pupils and provide support through the classroom, pastoral approaches and targeted interventions where needed. Where appropriate, pupils may access support from trained staff and external services. We work closely with families and relevant professionals to support children's emotional and social development.

How will my child be able to contribute their Views? How will my child be involved in the process?

Your child's views are an important part of planning and reviewing support. Their views will be sought in an age- and ability-appropriate way, including through discussion, observation and pupil-friendly approaches. Their strengths, preferences, views and desired outcomes will be considered when planning support and reviewing progress. Any concerns or information shared by a child will inform day-to-day practice.

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

Teaching is adapted to meet pupils' individual needs. This may include changes to the task, level of support, expected outcome, resources, technology, presentation of information, pace or learning environment. Our curriculum provides practical and meaningful learning opportunities, and staff use assessment and feedback to identify and address barriers to learning. Where needed, additional targeted interventions or specialist advice are used to support access to the curriculum.

What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

Class teachers are available for brief informal conversations at the end of the school day, and parents can contact the school to arrange a longer meeting when needed. Parents receive regular information about their child's progress and attainment, and Support Plans are reviewed regularly where these are in place. Parent consultation opportunities are provided during the year, alongside opportunities to discuss learning, progress and next steps with the class teacher.

How will my child be included in activities outside the classroom including school trips?

All children are included in school trips and activities that are appropriate for their age and needs. Where additional arrangements or reasonable adjustments are required, these will be discussed with parents and put in place wherever possible so that pupils can participate safely and meaningfully.

How accessible is the school environment?

Most of the school is on one level, meaning that the majority of our school environment is accessible to pupils and families. However, due to the age and layout of our building, there are some limitations to accessibility. As a very small school site, we also have limited space available for breakout areas and additional specialist spaces. We consider individual needs carefully and make reasonable adjustments wherever possible to ensure pupils can access the school environment and learning opportunities.

How will the school prepare and support my child to join the school?

We provide transition opportunities for children joining Reception and work closely with Nursery settings and families to support a smooth start. Where appropriate, we attend or contribute to review meetings and share relevant information with staff who will support the child.

For children joining the school after Reception, transition is planned according to individual need. This may include visits, meeting key adults, sharing information with the previous setting and identifying a buddy or other support to help the child settle and become familiar with routines.

How will the school prepare and support my child to transfer to a new setting/school?

We work closely with the child's next setting to support a smooth transition. For pupils moving to secondary school, information is shared with the receiving school and, where appropriate, secondary SENCOs are involved in transition planning. Additional visits, meetings, activities and practical preparation can be arranged where a child would benefit from them.

How can I be involved in supporting my child?

Parents are encouraged to work in partnership with school to support their child's learning and development. This may include daily reading, practising key number facts, completing agreed home learning and reinforcing strategies that are used in school. School provides information and guidance to help parents understand approaches used in areas such as phonics and mathematics. If you need further support, please speak to your child's class teacher or Mrs Case, SENCO.

How can I access support/or myself and my family?

For further support, families can access the Lincolnshire SEND Local Offer and advice from Lincolnshire County Council's Additional Needs Service. School can also signpost families to appropriate local or specialist services according to their individual circumstances.

Who can I contact for further information?

For more information about SEND provision at Gipse Bridge Academy, please contact **Mrs Georgina Case, Headteacher and SENCO**.

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