Galliard Primary School

SEND Information Report

2026-2027

Reviewed: September 2026
Next Review: September 2027

SENCO Contact Details

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If you have any concerns about your child's progress or additional needs, please speak to your child's class teacher in the first instance. The SENCO is available to support families and can be contacted via the school office.

What Types of SEND Do We Provide For?

At Galliard Primary School, we provide support for pupils with a wide range of special educational needs and disabilities (SEND), including:

- Communication and Interaction Needs, including Speech, Language and Communication Needs and Autism.
- Cognition and Learning Needs.
- Social, Emotional and Mental Health (SEMH) Needs.
- Sensory and/or Physical Needs, including hearing impairment, visual impairment and physical disabilities.

We are a fully inclusive school and are committed to ensuring all pupils can access a broad, balanced and ambitious curriculum. We also have a Specialist Resource Provision for pupils in Key Stage 2 with Autism, a KS1 Nurture provision and "My Space", a SEMH provision.

How Do We Identify and Assess SEND?

We believe early identification is essential.

Concerns may be identified through:

- Parent or carer concerns.
- Teacher observations.
- Progress monitoring and assessment.
- Information from previous settings.
- Advice from external professionals.
- Medical information.

We use a graduated approach to identify and support SEND. This follows the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice. Decisions are made in partnership with families and pupils wherever possible.

Our Approach to Teaching Pupils with SEND

All teachers are teachers of pupils with SEND.

High-quality teaching, sometimes called Quality First Teaching, is the first step in supporting all learners. Teachers:

- Set high expectations for every pupil.
- Adapt lessons to meet individual needs.
- Use visual supports and scaffolds.
- Differentiate learning activities.
- Provide additional resources where appropriate.
- Promote independence and confidence.

Where required, pupils may receive targeted interventions or personalised support programmes.

How Do We Adapt the Curriculum and Learning Environment?

We make reasonable adjustments to ensure pupils can access learning and participate fully in school life.

Examples include:

- Visual timetables.
- Adapted teaching materials.
- Specialist equipment.
- Communication supports.
- Alternative recording methods.
- Small group teaching.
- Personalised interventions.
- Sensory support strategies.
- Modified environments where needed.

For more information, please see our current Provision Map which is available on the school website.

Our school site is accessible and we continually review how we can improve accessibility for all pupils. For further information about accessibility, please refer to our Accessibility Policy on the school website.

How Do We Assess and Review Progress?

Pupil progress is reviewed regularly through:

- Daily classroom assessment.
- Termly teacher assessments.
- Standardised assessments where appropriate.
- Intervention reviews.
- SEND reviews.
- EHCP Annual Reviews.

For pupils receiving SEN Support, outcomes and provision are reviewed through the termly review of Individual Support Plans. These are shared and discussed with parents at termly parents' evenings.

For pupils with Education, Health and Care Plans (EHCPs), progress towards the outcomes on their plan is reviewed formally at least annually. These are also broken into smaller steps which form the basis of their Individual Support Plans which are shared with parents at the termly parents' evenings.

How Do We Work with Parents?

We value parents and carers as partners in education.

We involve parents through:

- Parent consultation meetings.
- Review meetings.
- EHCP Annual Reviews.
- SEND coffee mornings and information sessions.
- Regular communication with teachers and support staff.
- Home-school communication where appropriate.

We aim to ensure families are fully informed about support, progress and next steps.

How Do We Listen to and Involve Pupils?

We believe pupils should have a voice in decisions about their education.

Pupils are supported to:

- Share their views about school.
- Contribute to SEND reviews.
- Contribute to EHCP reviews.
- Discuss their strengths and aspirations.
- Help set personal targets.
- Participate in school parliament and pupil leadership opportunities.

The views of pupils are considered alongside those of families and professionals.

How Do We Support Emotional and Social Development?

Emotional wellbeing is central to learning.

Support available includes:

- Pastoral support from staff.
- Nurture provision.
- My Space provision.
- Social skills groups.
- Behaviour support plans.
- Emotional regulation support.
- Friendship groups.
- Support from external agencies where needed.

We also teach personal, social and emotional skills through PSHE and RSHE lessons.

How Do We Prevent Bullying?

We are committed to creating a safe and inclusive environment for all pupils.

We prevent bullying through:

- A clear behaviour policy.
- Positive relationships and inclusion.
- PSHE and RSHE education.
- Staff training.
- Pupil voice opportunities.
- Prompt investigation of concerns.

We recognise that pupils with SEND can be more vulnerable to bullying and take this into account when supporting them.

How Do We Support Looked After and Previously Looked After Children with SEND?

We work closely with families, social workers, carers, the Virtual School and other professionals to ensure looked after and previously looked after children with SEND receive appropriate support.

Where a pupil has both SEND and a Personal Education Plan (PEP), the SEND and PEP processes are aligned wherever possible to ensure a coordinated approach.

Inclusion Beyond the Classroom

All pupils are encouraged to participate fully in wider school life.

This includes:

- Breakfast club.
- After-school clubs.
- Educational visits.
- Residential trips.
- Sporting activities.
- Performances and school events.

Reasonable adjustments are made where required to ensure all pupils can participate safely and successfully. Risk assessments and additional planning are completed where necessary.

Specialist Services and Expertise

Where additional expertise is required, we work with a range of professionals, including:

- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- CAMHS.
- Autism Advisory Services.
- School Nursing Services.
- Social Care Services.
- Outreach services from specialist schools.

We work collaboratively with professionals to ensure the best outcomes for pupils and families.

Staff Training and Expertise

Our staff receive ongoing SEND training through:

- INSET days.
- Weekly professional development.
- Local Authority training.
- Specialist outreach services.
- Autism training.
- Mental health and wellbeing training.
- Speech and language support training.

Training is planned according to the needs of pupils and the priorities identified within the school improvement process.

Transition Arrangements

We carefully support pupils during periods of transition, including:

- Entry into Nursery and Reception.
- Joining Galliard from another school.
- Leaving Galliard to join another school.
- Moving between classes.
- Moving to secondary school.

Support may include:

- Additional visits.
- Social stories.
- Transition booklets.
- Transition meetings.
- Pupil passports.
- Information sharing with receiving settings.

Particular attention is given to pupils with SEND so transitions are positive and successful.

Admissions Arrangements

Galliard Primary School welcomes applications from all children.

We do not discriminate against pupils because of SEND and will make reasonable adjustments to support access to education in accordance with the Equality Act 2010 and the SEND Code of Practice.

Information about admissions can be found in the school's Admissions Policy.

How Do We Evaluate the Effectiveness of SEND Provision?

The effectiveness of SEND provision is evaluated through:

- Monitoring pupil progress and attainment.
- Reviewing intervention outcomes.
- Assessing progress towards EHCP outcomes.
- Lesson observations and learning walks.
- Parent feedback.
- Pupil voice.
- SEND reviews and Annual Reviews.
- Governor monitoring.
- Analysis of attendance, behaviour and inclusion data.

Provision is adjusted where necessary to ensure pupils achieve the best possible outcomes.

Complaints

If you have concerns about SEND provision, please speak to your child's class teacher or the SENCO in the first instance.

If concerns remain unresolved, parents may follow the school's Complaints Policy, available on the school website or from the school office.

The school will work with families and the Local Authority where appropriate to seek a positive resolution.

Further Information

The Enfield Local Offer provides information about services available for children and young people with SEND and their families.

Additional support and advice may also be available through SENDIASS and other local support organisations.

Approved by: Governing Body
Date of Review: September 2026
Next Review: September 2027

Galliard Primary School Provision Map

At Galliard Primary School we want all our children to achieve their maximum potential. Sometimes this means that they may need a little bit of extra help. The SEN Code of Practice 2014 identifies different areas of need those children may have. The four areas of need are: communication and interaction; cognition and learning; social, emotional and mental health; sensory, physical and other. Our provision map shows how for each of these areas of need we can aim to provide support and help as part of a graduated approach.

Communication and Interaction

Universal provision through Quality First Teaching	Targeted provision, additional to Quality First Teaching	Specialist provision, adapted to meet individual needs
• Scaffolded activities in lessons to meet the needs of the class. • Supported questioning. • Extra thinking time if needed. • Scaffolded outcomes. • Scaffolded homework. • Careful positioning of children in the classroom to facilitate partner talk and aid learning potential. • Teacher modelling. • Visual timetables and visual supports. • Writing frames and scaffolded support. • Working walls showing key vocabulary for all subject areas.	• Individual Education Plan for all children at SEN Support level. • Colourful Semantics and Widget resources. • RWI tutoring.	• Education, Health and Care Plan. • Termly appointments with speech and language therapist for assessment, target setting and modelling of resources/approaches with Teaching and Learning Assistants. • Referrals to outside agencies for further advice and support if required such as Enfield Advisory Service for Autism (EASA), Educational Psychologist, specialist teachers for Visual or Hearing-Impaired pupils, Russet House
Regular opportunities to read to an adult in school. Use of ICT to support learning and provide different ways to record learning.		and Waverley School outreach services. Personalised curriculum. Access to sensory room.

Cognition and Learning

Universal provision through Quality First Teaching	Targeted provision, additional to Quality First Teaching	Specialist provision, adapted to meet individual needs
• Scaffolded activities in lessons to meet the needs of the class. • Supported questioning. • Extra thinking time if needed. • Scaffolded outcomes. • Scaffolded homework. • Careful positioning of children in the classroom to facilitate partner talk and aid learning potential. • Teacher modelling. • Visual timetables and visual supports. • Writing frames and scaffolded support. • Working walls showing key vocabulary for all subject areas.	• Individual Education Plan for all children at SEN Support level. • RWI tutoring. • Colourful Semantics and Widget resources.	• Education, Health and Care Plan. • Small group/paired or individual support in lessons, particularly for core subjects. • Termly appointments with speech and language therapist for assessment, target setting and modelling of resources/approaches with Teaching and Learning Assistants if need. • Referrals to outside agencies for further advice and support if required such as Enfield Advisory Service for Autism (EASA), Educational
Regular opportunities to read to an adult in school. Use of ICT to support learning and provide different ways to record learning. Writing slope. Funky Fingers. Wobble cushion.		Psychologist, specialist teachers for Visual and Hearing Impaired pupils, Russet House and Waverley School outreach services. Personalised curriculum. Access to sensory room.

Social, Emotional and Mental Health

Universal provision through Quality First Teaching	Targeted provision, additional to Quality First Teaching	Specialist provision, adapted to meet individual needs
• Whole school behaviour policy. • Individualized reward systems. • MySpace group sessions. • Talk time class assemblies. • Visual timetables and supports. • Access to sensory room.	• Individual Education Plan for all children at SEN Support level. • Personal Behaviour Support Plan. • MySpace groups to meet identified needs. • Use of Boxall profile to identify needs. • Nurture class. • Behaviour mentor. • Social stories.	• Education, Health and Care Plan. • Individual risk assessment. • Support from Teaching and Learning Assistant. • Adapted timetable. • Referral to outside agencies if required e.g., SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning), CAMHS (Child and Adolescent Mental Health Services).
	• Individual sessions with MySpace staff.	

Sensory, Physical and Other

Universal provision through Quality First Teaching	Targeted provision, additional to Quality First Teaching	Specialist provision, adapted to meet individual needs
• Scaffolded curriculum. • Supported questioning. • Clear, uncluttered surroundings. • Enlarged print. • Use of ICT to access lessons and record work in different ways (e.g. adapted laptop, reading pen). • Writing slope. • Wobble cushion. • Pencil grip. • Access to sensory room.	• Individual Education Plan for all children at SEN Support level. • Fine motor skills group. • Funky fingers.	• Education, Health and Care Plan. • Individual risk assessment. • Support from Teaching and Learning Assistant. • Adapted timetable. • Referral to outside agencies if required e.g., Occupational Therapy. • Joseph Clark outreach – visual impairment. • Enfield and Haringey Hearing Service – hearing impairment. • Speech and language service.

Be The Best You Can Be

These groups are all subject to change as we aim to support the different needs of children as they are presented at any given time.

For more information about any of these groups, please contact Mrs Sarah Radakovic (SENCo) or Ms Dawn James (Deputy Headteacher, Inclusion) on 020 8804 1818.