Children at Gladstone Primary Academy receive support that is specific to their individual needs.

This support may be provided by the class teacher or may involve:

- Advice and support from GPA's Special Educational Needs Co-ordinator and other members of staff within the Academy.
- Staff who visit the school from the Local Authority SEN and Inclusion services such as the Educational Psychology Service, the Autism Advisory Teacher Service or the Sensory Support Service (for pupils who are Deaf or have Vision or Multi-Sensory Impairment).
- Staff who visit from outside agencies such as the Speech and Language Therapy Service.

A GUIDE TO OUR PROVISION

How do you identify Special Educational Needs at Gladstone?

GPA identifies children with special educational needs/disability (SEND) by:

- Carefully managing their transition from Early Years settings.
- Monitoring progress through regular assessment of pupils' progress.
- Class teachers and Assistant Headteachers raising concerns and referring to our SEND Team.
- Listening to our parents' concerns, including during parent consultation meetings.
- Carrying out individual assessments.
- Seeking advice from other professionals and/or making referrals to outside specialists, where appropriate (in consultation with parents).
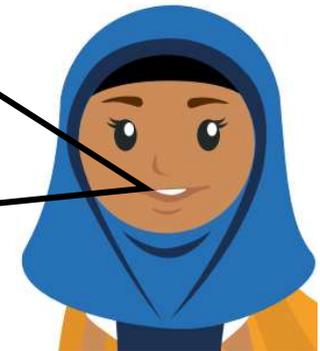
What should a parent do if they have a concern about their child?

Please speak to your child's class teacher; they will know what to do next.

Updated: July 2025

What kind of provision is available for children with SEND?

There is currently specialist provision in place for children with:

- Hearing Impairment
- Sensory difficulties
- Speech and communication issues

Our learning environment includes communication friendly spaces, the use of Sensory Circuit equipment and, when there is an identified need, individual workstations and Juno Soundfield Systems.

If there is SEN Support in place, your child's class teacher will explain the plan for your child. The Special Educational Needs Co-ordinator (SENCo) will oversee these plans.

Many other people might help with your child's learning too, including other teachers, teaching assistants, our learning mentor or designated visiting specialists if you have agreed that their involvement could help.

At Gladstone, we monitor the effectiveness of our SEND provision by monitoring and evaluating the progress of pupils every 8 weeks and analysing the data.

Some children will work towards more individualised targets that we review 6 times a year. EHC Plans are fully reviewed annually.

We also seek regular feedback from our staff and provide regular opportunities to share best practice.

Our Academy Committee is responsible for monitoring the quality and effectiveness of the provision in place for our SEND pupils.

- High Quality Teaching, based on a foundation of high expectations, constant challenge and inspirational teaching motivates our learners.
- Teachers have a clear understanding of special educational needs (Teachers' Standard 5) supported by targeted CPD.
- Teachers use the Pedagogical Model, Adaptation Grids and OAIP documents to support their delivery of High Quality Teaching.
- The individual needs and requirements of a child are considered when allocating any extra support.
- Our SEND referral process is based on a Whole School Graduated Approach to SEND.

In addition to the normal reporting arrangements, we offer parents/carers and children opportunities to discuss progress, specific approaches and/or programmes and to plan and review support, in meetings to review Pupil Learning Plans (PLPs) and annual reviews for children with Education Health and Care Plans (EHCPs).

How does Gladstone Primary Academy offer support for wellbeing?

GPA offers pastoral, medical and social support to the children by:

- Monitoring children's attendance
- Developing Individual Care Plans
- Having first aid trained staff across each site
- Administering medicines as authorised by parents/carers
- Training staff in individual medical needs as required
- Referrals to Early Help, with parent/carer consent, to access additional support.
- Providing Breakfast Club and After-school clubs
- Offering additional Social, Emotional and Mental Health support from our Learning Mentor
- Referrals to the Peterborough Mental Health Support Team (MHST), with parent/carer consent

Updated: July 2025
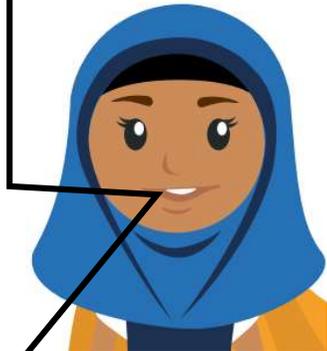
We encourage the children to contribute their views through:

- Class teachers high-care and promotion of positive interactions.
- Our PSHE curriculum
- Reviews for children with Education Health and Care Plans (EHCPs)
- A Person Centred Approach to create and review Pupil Learning Plans (PLPs)
- Regular "Pupil Voice" activities linked to our curriculum and the experience of pupils at GPA more generally.
- Assigning children with a designated "trusted adult" where necessary.
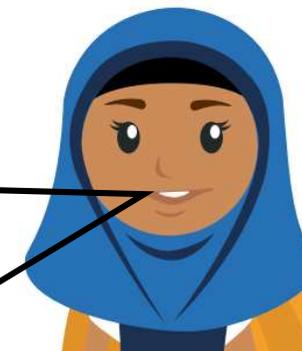
Our SEND Team work across GPA. They have a wealth of experience of working with children with SEND and attend regular internal and external training. Continuous Professional Development opportunities are identified based on Academy priorities and emerging needs to further develop expertise.

At times, it may be necessary to consult with outside agencies in order to access more specialist expertise. The agencies currently used by GPA include:

- Educational Psychology Service
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Sensory Support Services
- Autism Advisory Teacher Service
- Physical Disability Service
- Social Care
- Early Help Coordinators
- School Nurse and Community Paediatricians
- MHST

We have staff trained in:

- Safeguarding
- Early Help
- Deaf Awareness
- Autism awareness
- Speech and Language Therapy interventions
- Paediatric First Aid and administering medicine (epi–pens, asthma inhalers)
- Epilepsy
- Dyslexia, Dyscalculia and Dyspraxia awareness
- Emotional Literacy Support Assistant Training
- Sensory Circuits
- Picture Exchange Communication System (PECS) and communication boards/books
- Precision Teaching

Updated: July 2025

Is Gladstone Primary Academy an accessible school?

We provide the following to ensure that all children at GPA can access all of the activities offered.	• Information regarding wheelchair access • Disabled changing and toilet facilities • Equipment for the use of SEND pupils • Modification to auditory environment • Individual workstations, where need is identified
We enable children to access all activities by	• Ensuring all areas are accessible to all students • Using a range of communication aids including visual timetables, symbols (Communication In Print), radio aids, Juno Soundfield Systems. • Providing equipment to support individual needs • Sharing relevant and up to date information with staff. • allocation of staff to support children in specific areas of learning, dependent on individual needs
We involve parents and carers in the planning by inviting them to attend	• Parent consultation meetings • Pupil Learning Plan meetings and reviews • EHCP Planning meetings and Annual Reviews
Parents and carers can give their feedback by;	• Discussions with class teachers • Review meetings • Contacting the GPA office and arranging an appointment
Parents/carers can make a complaint by	• Requesting a meeting, by phone or by following the GPA complaints procedure

Updated: July 2025

What arrangements help children and their parents/carers to make a successful transfer to Gladstone Primary Academy?

- Visits by staff to previous setting.
- Home visits as appropriate.
- Parent/carer visits to GPA.
- New children visit GPA and meet key teachers prior to starting.
- EYFS team work with preschools.
- Meetings with Professionals involved with the family/child prior to admission.
- Liaison following EHCP Annual review meetings.
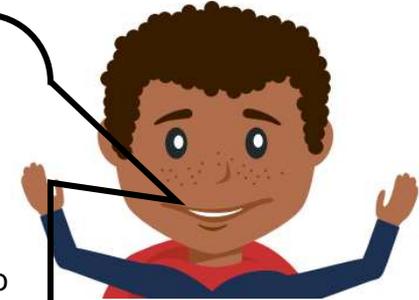
How do you prepare children for their next move?

If the transition is from class to class:

Children will visit their new classroom in the summer term (with additional individual support as required).

If a child is moving to a new school:

We hold transition meetings in the summer term prior to transfer.

Schools are welcome to visit Gladstone to see the children prior to transfer.

Some children will visit their new school with a familiar member of staff.

End of year reports are shared.

New school invited to attend Year 6 Annual Review.

Resource Allocation	
Our SEND budget is allocated according to:	Local Authority School Funding Formula Level of individual child's need
Funding is matched to SEND by:	Assessments of level of need
Our decision making process when matching support to need is	Ongoing monitoring of the child's level of need and referral to SEND team through a Whole School Graduated Approach to SEND.
Parents/carers are involved through	Regular consultation meetings with class teachers. Attendance at review meetings (both Pupil Learning Plan review and EHCP Annual Reviews).

If you need to contact us, please get in touch through the GPA office on either site or call 01733 343908. Other useful contacts can be found below:

Your first point of contact is:	Your child's class teacher	
Our Special Educational Needs Co-ordinator is:	T Hopkins thopkins@gpa.education	
Key staff who may be contacted through our office include:	Miss Hall Assistant Headteacher and EYFS Lead Karen Mallott Assistant Headteacher and Year 3 /4 Lead Zara Nargis Year 1 / 2 Lead Mr Berry Year 5 /6 Lead	Michelle Smith Assistant SENDCO Katie Keeley Wellbeing Officer/ELSA Rozina Sher Family Liaison Officer

Are there any external support services who could offer information or advice?

There certainly are! See the box below for contact details of these services.

Peterborough City Council's Local Offer – Tel. 01733 864446
http://www.peterborough.gov.uk/localoffer

Educational Psychology Monthly Open Access Consultation Service – Tel. 01733 863689
Email eps@peterborough.gov.uk

Family Voice Peterborough website: www.familyvoice.org

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