

Gayton Primary School and Nursery



SEND Information Report 2026 27

Positive minds positive futures

Updated September 2026 | Next review September 2027

This report explains how Gayton Primary School and Nursery identifies and supports children with special educational needs and disabilities (SEND), how families and pupils are involved, and where further help can be found. It is written for current and prospective families and should be read alongside the school's SEND Policy, Accessibility Plan and other published policies.

The report meets the requirements of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years. It is reviewed annually and updated during the year when information changes.

School	Gayton Primary School and Nursery
Age range	2 to 11 years
SENDCO	Mrs Daly
SEND governor	Mrs Boyd
Contact	0151 342 3772 schooloffice@gayton.wirral.sch.uk

Wirral SEND Local Offer: www.sendlowirral.co.uk

What kinds of special educational needs do we support

Gayton is an inclusive mainstream school and nursery. We support children across the four broad areas of need described in the SEND Code of Practice. A child's needs may change over time and may fall within more than one area.

- **Communication and interaction:** including speech, language and communication needs and autism.
- **Cognition and learning:** including moderate learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and developmental coordination difficulties.
- **Social, emotional and mental health:** including difficulties such as anxiety, attention difficulties, attachment needs or other needs affecting emotional wellbeing and engagement.
- **Sensory and physical:** including hearing or visual impairment, physical disability, sensory processing differences and medical needs that affect access to education.

A diagnosis is not required for a child to receive support. Equally, having a diagnosis does not automatically mean that a child has SEN. We consider the provision a child needs to access, participate and make progress.

How do we identify and assess special educational needs

Class teachers, nursery practitioners and key persons are responsible for noticing how children are developing, learning and participating. They use day-to-day observation, assessment, discussion with the child and family, and information from previous settings or professionals. Progress is considered in relation to the child's starting points, age and individual circumstances.

- In the nursery and Reception, staff use the EYFS observation and assessment process and work closely with parents, the child's key person and the SENDCO.
- Across Key Stages 1 and 2, teachers use ongoing assessment, work scrutiny, observation and pupil-progress discussions.
- Particular care is taken not to identify SEN solely because a child has English as an additional language, has gaps in attendance or learning, or experiences circumstances that may temporarily affect progress.
- Where progress remains less than expected despite high-quality teaching and appropriate adaptations, the teacher or practitioner discusses the child with the SENDCO and the family.
- With parents' involvement, advice may be sought from appropriate health, education or social-care professionals.

If the support required is different from or additional to the provision ordinarily available, the child may be identified as receiving SEN Support. Support then follows the graduated approach of assess, plan, do and review.

What is our approach to teaching children with SEND

High-quality, inclusive teaching is the first response to a child's needs. The class teacher or nursery practitioner remains responsible for the child's learning and progress, including when the child receives support from another adult or professional.

- build on what the child already knows, understands and can do
- set ambitious and achievable expectations
- adapt explanations, tasks, resources, grouping, pace and the level of adult support
- use visual, practical, sensory or communication supports where helpful
- teach knowledge and skills in small steps and revisit learning where needed
- promote independence and avoid creating unnecessary reliance on adult support

How do we adapt the curriculum and learning environment

Reasonable adjustments are planned in response to individual needs. These may include adapted resources or recording methods, visual timetables, communication supports, assistive technology, movement or sensory breaks, modified seating, additional processing time, reduced-distraction workspaces or adapted physical equipment. Advice from specialist professionals is implemented where appropriate.

The school's Accessibility Plan explains how we improve access to the curriculum, physical environment and information for disabled pupils. Individual arrangements are agreed with families and reviewed as needs change.

What additional support may be available

Additional support is selected according to assessed need rather than diagnosis alone. It may be delivered individually, in a small group or through adapted classroom provision. Current support may include:

- early reading and phonics intervention, precision teaching and targeted support for reading or spelling
- Number Stacks/Century, pre-teaching or post-teaching in mathematics
- speech, language, communication and social-interaction support

- sensory circuits, movement breaks and strategies recommended by occupational therapy
- social and emotional interventions such as Six Bricks, Time to Talk, Homunculi and Socially Speaking, when appropriate
- whole-school wellbeing support through Rest Easy and targeted support identified with the Mental Health Support Team

Interventions are time-limited where appropriate, have a clear purpose and are reviewed. They supplement rather than replace the child's access to a broad and balanced curriculum.

How do we assess progress and evaluate provision

For children receiving SEN Support, the child, family, teacher or key person and SENDCO agree intended outcomes and the provision required. Progress is reviewed through the assess, plan, do and review cycle. Parents are invited to discuss progress at least once each term and more frequently where needed.

- progress from individual starting points and towards agreed outcomes
- attainment and wider development, including communication, independence, participation and wellbeing
- the child's and family's views about what is helping
- attendance, engagement and behaviour where these are relevant to need
- the impact and value of interventions and reasonable adjustments
- classroom monitoring, pupil-progress discussions and oversight by senior leaders and governors

Year-group expectations are used where appropriate. TrackAble may be used to recognise smaller steps of progress for pupils working substantially below age-related expectations. Provision is changed when evidence shows that it is not having the intended impact.

How are parents and carers involved

We aim to work in partnership with families. Parents and carers know their child well and their views contribute to identification, planning and review. Families can contact the class teacher, nursery key person or SENDCO whenever they have a concern.

- Parents are informed and involved when SEN Support is being considered or reviewed.
- Person-Centered Plans (PCP's) are developed and reviewed termly with families and the child.
- Parents receive information about progress, provision and any proposed referrals.
- Parents and relevant professionals are invited to statutory reviews of Education, Health and Care plans.

How are children involved in decisions

Children's views are gathered in ways that are appropriate to their age, development and communication needs. They are supported to explain what matters to them, what they find difficult, what helps them learn and what they would like to achieve. Their views inform Person-Centered Plans, provision reviews and transition planning.

How do we support emotional wellbeing and prevent bullying

The school's nurturing culture, Conscious Discipline approach, Crew structures and Rest Easy provision support children's emotional, mental and social development. Children can speak to trusted adults and are taught how to seek help. Where additional needs are identified, support may involve targeted intervention, a pastoral plan or advice from the Mental Health Support Team and other professionals.

Bullying is not tolerated. Staff consider whether SEND makes a child more vulnerable to bullying or affects how concerns are communicated. Reports are investigated under the school's behaviour and anti-bullying arrangements, with reasonable adjustments and additional support provided where required.

How do children with SEND take part in wider school life

Children with SEND are supported to participate alongside their peers in lessons, assemblies, educational visits, residential visits, sport, performances, clubs, Crew activities and OPAL play. Staff plan reasonable adjustments with the child, family and relevant professionals. Risk assessments are individualised where needed and are used to enable safe participation rather than create unnecessary barriers.

What expertise and training do staff have

The SENDCO advises staff, coordinates provision and supports the graduated approach. Teachers, nursery practitioners and teaching assistants receive ongoing professional development. Training priorities are identified through the needs of current children, staff development processes, changes in statutory guidance and advice from specialist professionals.

Training may be delivered by the SENDCO, Trust colleagues, the local authority, health professionals or specialist services. Depending on identified needs, it may cover communication and interaction, autism, literacy or numeracy difficulties, sensory and physical needs, social and emotional wellbeing, medical needs, positive handling or the use of specialist equipment. Where expertise is not available within school, the SENDCO seeks appropriate external advice or training.

How are specialist equipment and facilities secured

The need for specialist equipment or facilities is considered through assessment and review with the child, family and relevant professionals. School may provide adapted learning resources, communication aids, assistive technology, sensory resources, adapted furniture or physical equipment from its delegated resources. Where more specialist provision is required, the SENDCO works with the local authority, health services, the Trust or other agencies to identify responsibilities, funding and safe use. Staff receive guidance or training where needed.

Children with medical conditions may have an Individual Healthcare Plan. Medical and accessibility arrangements are agreed with families and relevant health professionals and reviewed regularly.

Which external services may support children and families

With parents' involvement, the school may work with education, health, social-care and voluntary services. The service involved depends on the child's assessed needs and the service's referral criteria. These may include:

- educational psychology and local-authority inclusion services
- speech and language therapy, occupational therapy and physiotherapy
- hearing and vision support services
- paediatric, school nursing and other NHS services
- the Mental Health Support Team and children's mental-health services
- autism and social-communication advisory services
- specialist-school outreach services
- early help, social care and family-support services
- attendance support, where attendance is affected
- Wirral SEND Partnership and relevant voluntary organisations

How do we support transition

Transition is planned according to the child's needs and may include additional visits, photographs or visual information, meetings with new staff, an enhanced transition plan and the sharing of relevant records with consent and in accordance with data-protection requirements.

- Starting nursery: staff gather information from families and previous providers or professionals. A flexible induction may be agreed.

- Nursery to Reception: nursery and Reception staff share information and plan visits and familiarisation. Where a child is moving to another school, we work with that setting and the family.
- Moving between year groups: current and receiving staff share strengths, needs, successful strategies and current plans. Additional transition work is arranged where helpful.
- Joining or leaving Gayton: the SENDCO liaises with the previous or receiving setting and relevant professionals so that support can be planned promptly.
- Transition to secondary school: Year 6 staff and the SENDCO work with secondary colleagues, pupils and families. Enhanced visits or meetings are arranged where required.

Although preparation for adulthood is more prominent in later phases, we promote age-appropriate independence, communication, self-advocacy, relationships, safety and participation throughout a child's time at Gayton.

When might an Education Health and Care needs assessment be requested

Most children's needs can be met through ordinarily available provision and SEN Support. Where, despite relevant and purposeful action, a child may require provision through an Education, Health and Care plan, the school or family may ask the local authority to carry out an EHC needs assessment. The local authority applies the statutory test and decides whether an assessment and, subsequently, a plan are necessary. The school supports families by providing evidence of needs, outcomes, provision and progress.

What should parents do if they have a concern or complaint

We encourage families to raise concerns early so that they can be discussed and resolved. Parents should normally speak first to the class teacher or nursery key person. If the concern relates to SEND provision or remains unresolved, they should contact the SENDCO, Mrs Laura Daly. Further concerns may be raised with the Headteacher.

Formal complaints are considered under Cheshire Academies Trust's Complaints Policy, available through the school or Trust website. The school office can provide a paper copy and explain how to submit a complaint. Complaints about an EHC assessment or plan may fall under separate local-authority disagreement-resolution, mediation or appeal arrangements. Wirral SEND Partnership can provide impartial information and support.

Where can families obtain independent advice and further information

Wirral SEND Partnership SENDIASS provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents or carers.

- Telephone: 0151 522 7990
- Email: ias@wired.me.uk
- Information: [Wirral SEND Partnership Service](#)

Wirral SEND Local Offer brings together information about education, health, social care, activities and support for children and young people aged 0 to 25 and their families.

- www.sendlowirral.co.uk

School contact: Gayton Primary School and Nursery, Gayton Road, Heswall, Wirral, CH60 8PZ | 0151 342 3772 | schooloffice@gayton.wirral.sch.uk

Related school information

Families can find the SEND Policy, Accessibility Plan, Admissions information, Behaviour and Anti-Bullying arrangements, Supporting Pupils with Medical Conditions Policy and Cheshire Academies Trust Complaints Policy through the school website or request paper copies from the school office.

[Gayton Primary School and Nursery website](#)