SEND Information Report 2026-2027

Gosberton House Academy

SEND Information Report

(Reviewed 5th November 2026)

UNIVERSITY OF LINCOLN

ACADEMY TRUST

Gosberton House Academy's SEND Information Report for learners with Special Educational Needs and Disabilities (SEND). Schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for pupils with SEND. The aim of this report is to demonstrate how we implement out SEND policy.

Gosberton House Academy recognises and celebrates the individuality and diversity of our pupils. Within our own school, and across all of those within University of Lincoln Academy Trust's family of schools, we are committed to working together with all members of our school community. Every student has an entitlement to a broad, balanced and relevant curriculum. The academy is committed to giving all pupils every opportunity to achieve the highest standards. We have an inclusive ethos with high expectations where everyone can achieve their full potential, tailoring our approach to support the needs of our young people. We seek to engender a sense of belonging to the academy and to enable all of our pupils to thrive.

Legislation and Guidance:

This Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

Contents:

1. The types of SEND that are provided for: 4

2. Identifying pupils with SEND and assessing their needs: 5

3a. How the school evaluates the effectiveness of its SEND provision: 6

3b. Arrangements for assessing and reviewing SEND pupil progress: 7

3c/d. The school's approach to teaching, the curriculum and learning environment for pupils with SEND: 8

3e. Additional support for learning for pupils with SEND: 9

3g. Support for improving the emotional, mental and social development of pupils with SEND: 9

4. Name and Contact details of SEND Coordinator and SEND governor 9

5. The expertise and training of staff in relation to children and young people with SEND 10

6. How equipment and facilities to support SEND pupils will be secured: 11

7. Consulting with parents of children with SEND about, and involving such parents in, the education of their child 11

8. Consulting pupils with SEN about, and involving them in, their education 12

9. The governing body's management of complaints from parents of pupils with SEND concerning the provision at the school 12

10. How the governing body involves other groups in meeting the needs of pupils with SEND and their families 13

11. The contact details of support services for parents in accordance with section 32 13

12. Supporting pupils moving between phases an preparing for adult education: 13

13. Information on where the local authority's local offer is published 14

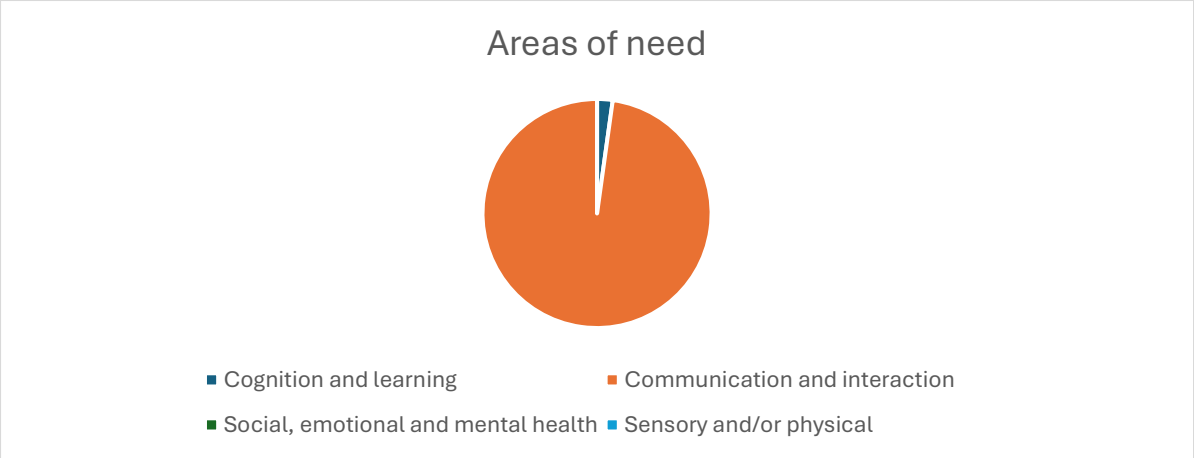
14. Glossary 14

1. The types of SEND that are provided for:

At Gosberton House Academy we provide support of all areas of need as below.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health (SEMH)	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Current data at the time of writing shows we have 2.2% of our pupils having cognition and learning named as their primary need and 97.8% of our pupils having communication and interaction as their primary need. Pupil's secondary needs, should they have them, are not reflected within this data.



Parents of children with an EHCP will have an Annual Review of their progress and wellbeing in school. This is based on a Person-Centred approach which will seek the views of the child/young person, where appropriate.

2. Identifying pupils with SEND and assessing their needs:

Gosberton House Academy's SEND policy, accessibility plan, safeguarding policy and procedures, and behaviour policy can all be found on the academy's website which can be found here: Gosberton House Academy - Home

Pupils arrive at Gosberton house Academy with an Educational, Health and Care Plan already in place, having had their needs identified as needing specialist provision. Parents/Carers are very welcome to make an appointment to visit the school and discuss a possible placement with the Principal or a member of the Senior Leadership Team.

If parent/carers are interested in securing a place, they will inform their child's existing school or case worker. Should a specialist placement be agreed by Lincolnshire County Council a consultation for a place at GHA may be sent by the caseworker. The school has 15 working days in which to raise queries and respond, identifying whether there is a space and whether needs (based on the EHCP) can be met.

If the school is able to meet needs, and has a place available, a transition plan will be agreed including opportunities to visit the academy, discuss uniform, transport, lunches and any other concerns. Positive physical intervention will be discussed in relation to the individual child. The parents may be asked to sign the necessary agreement.

A pack of paperwork, including emergency arrangements, medical needs and consent for education visits will be shared for signing by parents/carers. Where necessary a multi-agency meeting will be discussed and members of that meeting identified for invitation.

If no place is available immediately but needs can be met, your LCC Caseworker will be able to advise. GHA do not hold a waiting list for admission.

Gosberton House Academy supports pupils with medical conditions so that they have full access to education, including school trips and physical education. This is achieved by developing individual healthcare plans with parents and health professionals for pupils requiring support, ensuring staff receive appropriate training, and providing a fully inclusive environment where medical conditions do not hinder a child's education or participation in school life. Further information is available in our Supporting pupils at school with medical conditions policy and the Accessibility Plan, both of which can be found on the website.

Gosberton House Academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics; between people who share a protected characteristic and people who do not share it.

Further details can be found in our Equality and Diversity Policy which can be found on the Academy's website.

Click on the following link to find out more about Lincolnshire's SEND Local Offer

https://www.lincolnshire.gov.uk/send-local-offer

Website Links for more information:

- Liaise (SEND Information Advice and Support Service in Lincolnshire) https://www.lincolnshire.gov.uk/liaise
- Information Advice and Support Services Network for SEND (National Site) https://cyp.iassnetwork.org.uk
- Young Minds – Mental Health Support https://www.youngminds.org.uk
- British Dyslexia Association http://www.bdadyslexia.org.uk
- The Dyslexia SpLD Trust https://www.thedyslexia-spldtrust.org.uk
- Dyspraxia Foundation https://www.dyspraxiafoundation.org.uk.
- National Autistic Society https://www.autism.org.uk
- Working Together Team https://www.wtt.org.uk
- Diabetes UK https://www.diabetes.org.uk
- Epilepsy Action https://www.epilepsy.org.uk
- Action on Hearing Loss https://www.actiononhearingloss.org.uk
- Royal National Insitute for the Blind https://www.rnib.org.uk

3a. How the school evaluates the effectiveness of its SEND provision:

All children at GHA have a Home/School Communication Page on Tapestry. If there is anything we need to talk to you about we will use this. You can comment on it whenever you like, and we will respond as soon as possible – we love hearing your child's news and celebrations and are keen to support you at home however we can.

We will hold an Annual Review of your child's EHCP – this can be on the phone, virtually or face to face. It is really important that you attend this – you know your child best and it is important that your views are captured. You will be asked to give your thoughts on the EHC Hub before the meeting.

Your child's class teacher will contact you to:
Set clear outcomes for your child's progress – these will be in the form of their IEP (Individual Education Plan) targets. They will be shared on Tapestry and we ask that you share your thoughts and suggestions for these – we want to work with you to ensure that

progress is seen at home as well as at school. We will also provide termly updates on your child's progress against their IEP targets.
Review progress towards those outcomes, school will:

- Share the review of the IEP targets on Tapestry and as with the targets, we welcome your thoughts about the reviewed targets and whether you are seeing the same at home as we are in school.
- Discuss the support we will put in place to help your child make that progress, which may include interventions as relevant to their EHC plans.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

If your child's Annual Review is not in the first term, we will also contact you before Christmas to update you on how they have settled into the new school year.

We know that you're the expert when it comes to your child's strengths, needs, likes and dislikes – you are their first teachers. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We ask parent/carers to complete an 'All About Me' page on Tapestry when your child first starts at Gosberton House Academy, and then up date it as and when appropriate.
We also want to hear from you as much as possible so that we can build a better picture of how the support we are providing is impacting your child outside of school – Tapestry is our preferred method of communication for this. There are other opportunities throughout the school year to discuss your child's progress, such as, termly WOW afternoons, family learning celebrations and following the more formal end of year summaries.
If your child's needs or strengths change at any time, please let us know right away so we can adapt our approach if appropriate. After any discussion we will make a record of any outcomes, actions and support and ensure the class team and any other necessary staff are aware.
If any concerns arise between these conversations, please contact your child's class teacher via Tapestry or phone.

3b. Arrangements for assessing and reviewing SEND pupil progress:

We use B Squared Engagement Steps and Progression Steps to assess your child's learning. Engagement Steps supports school to implement the Engagement Model and assess pupils with complex needs. Progression Steps enable staff to track the progress and next steps of pupils that are engaged in subject specific learning. Progression Steps is designed for specialist settings. Progression Steps and Engagement Steps allow us to assess progress of children who learn and make progress in very small steps. We measure and monitor that progress and share and celebrate it with you and your child. We will share the data with you three times a year. We know that all children have different starting points, and all children make progress at different rates. Our focus is that your child makes progress from their own starting point. When we share the data, you will see the different areas that we have assessed – progress is measured by showing how much of a level has been completed.

Teachers monitor and review progress towards EHCP outcomes through trackers and in preparation for their annual reviews. We use the graduated approach, a cycle of **assess, plan, do, review**, to support your child to give extra support in the form of an intervention or adapted approach, through their IEPs, which are reviewed at least three times a year.

- **Assess** – Class leads will carry out a clear analysis of a pupil's needs and identify barriers to learning. This will be in partnership with parents, carers, and any supporting services.
- **Plan** – Class leads will agree outcome, interventions and support to be put into place.
- **Do** – Class teams and any supporting services will carry out the support plan for a set period of time.
- **Review** - A review into the effectiveness of the support and impact on the pupil's progress, and a new plan will be set out. If the pupil requires more support or further assessments, it will be set out in the review.

3c/d. The school's approach to teaching, the curriculum and learning environment for pupils with SEND:

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Our curriculum is designed to be accessible for all. We follow a topic-based approach throughout school; we believe this gives the children context to their learning and also encourages an understanding of the world around us. If overlearning and repetition are needed, our curriculum allows for this – we meet the children where they are in their learning and support them to make progress in their own way.

Our approaches include:

- Smaller class sizes – a maximum of 12 children to enhance learning opportunities
- Working in smaller groups, 1-to-1 work, adapting the teaching style or content of the lesson
- Extended processing time
- Individual sensory profiles
- Using recommended aids, such as geobooks, vocabulary mats, laptops, coloured overlays, visuals, larger font, ACC devices where identified by Speech and Language therapists etc.
- Visual timetables to structure the day – a schedule shared with the children and updated each session, displayed on the wall and the whiteboard
- Familiarity and consistency of approach
- Physical structure – large dividers are used to section rooms so that there are smaller areas in which to work thereby making expectations clearer, individual work stations, displays are restricted to the display boards so that they are not too 'busy'
- Sensory integration throughout the school, throughout the day; we do not have a sensory room as sensory integration forms part of our general provision.
- Sensory resources include: ear defenders, lap cushions, wobble cushions, exercise balls, peanut exercise balls (for a sensory squash/deep pressure), dark dens, sensory chews, stepping stones, writing slopes, ergonomic pens and pencils, fidgets.
- Sensory approaches include: lights off when possible, visual and auditory calming topic-related video clips, 'Quiet Time' with no children's voices during transition times to allow calm, focused transition times

- Reduced verbal input – highlighting key words, chunking of instructions
- Visually cued environment
- We have the benefit of having outdoor areas and have achieved the Learning Outside the Classroom Silver Award
- Adapted equipment, where appropriate
- SPELL approach
- Attention Autism

These interventions are part of our contribution to Lincolnshire's local offer.

3e. Additional support for learning for pupils with SEND:

Where pupils have external agency involvement school will carry out individualised interventions as recommended, for example, from Speech and Language therapists, Occupational therapists and physiotherapists. These intervention plans may also form part of your child's EHC Plan.

Your child may have recommended specialist equipment, such as a hoist, sensory aids, communication aids, movement aids, assistive technology, sport and playground equipment. Staff will be trained in the use of such equipment through the appropriate external agency.

3g. Support for improving the emotional, mental and social development of pupils with SEND:

We provide support for pupils to progress in their emotional and social development in the following ways:

- Providing a calm and regulated environment with clear routines and high expectations.
- We adapt the Jigsaw PSHE/RSE scheme to ensure that all our children are taught about feelings, helping each other and looking after ourselves.
- Positive reinforcements, individualised praise and celebrations.
- Close working with the Mental Health Support Team – our Wellbeing Lead also arranges small group and individual work if children are referred to her by class-based staff.
- Children have access to safe spaces in school, including the 'Feelings Den', 'Relax Den' and 'Movement Den' – these have a range of resources including communication boards to support them to indicate how they are feeling and how we could help.
- Communication is prioritised – verbal, using a PECS (symbol) approach, through gesture, comic strip conversations, iPads.
- Children are asked and/or supported to complete a feelings 'check in' several times a day, at a level appropriate to their understanding. They are offered help or solutions.

We have a 'zero tolerance' approach to bullying. We highlight and celebrate differences.

4. Name and Contact details of SEND Coordinator and SEND governor

Name of School SENDCO: Sarah White

Sarah.white@uolat.co.uk

Name of SEND governors: Leslie Allison and Jenny Hamilton

5. The expertise and training of staff in relation to children and young people with SEND

The SENDCo has held the National Award in SEND Coordination (NASENCO) since 2012. All the class-based staff at Gosberton House Academy work within the National Autistic Society's SPELL ethos and the academy holds NAS advanced status. By class-based staff we mean teachers, higher level teaching assistants, teaching assistants and apprentice teaching assistants. New staff members undertake induction training.
Class-based staff at our school receive ongoing training in relation to Autism. They attend training run by the Working Together Team in Lincolnshire, access in house training and training from external agencies to support individual pupil's needs on admission to school/when new staff start/pupil's needs change.
They also have training related to curriculum areas including, but not limited to, the Lincolnshire English Hub, Little Wandle phonics scheme and education consultants including JMB Education.

Training includes, but is not limited to:
Supporting a Profile of Demand Avoidance
Developing Social Stories
Supporting Autism and Sensory Processing
Comic Strip Conversations and Social Stories
Team Teach (De-escalation strategies)
Administering Buccal Medazolam
PEG (percutaneous endoscopic gastrostomy)
Attention Autism
Anaphylactic Training
Gestalt Language Processing
Trauma Informed Practice
Curiosity Approach
AAC

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. We also see this as informal training for staff; any new learning is shared.
These include:
Speech and language therapists
Educational psychologists
Occupational therapists
GPs or paediatricians
School nurses
Child and adolescent mental health services (CAMHS)
Education welfare officers
Social services and other local authority (LA)-provided support services
Voluntary sector organisations
Social Workers for Children with Disabilities

Mental Health Support Team
Virtual School

6. How equipment and facilities to support SEND pupils will be secured:

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. Funding is based on individual need and band funding from the relevant local authority.

7. Consulting with parents of children with SEND about, and involving such parents in, the education of their child

All children at GHA have a Home/School Communication Page on Tapestry. If there is anything we need to talk to you about we will use this. You can comment on it whenever you like, and we will respond as soon as possible – we love hearing your child's news and celebrations and are keen to support you at home however we can.

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- Review progress towards those outcomes – we will share the review of the IEP targets on Tapestry and as with the targets, we welcome your thoughts about the reviewed targets and whether you are seeing the same at home as we are in school.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.
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We know that you're the expert when it comes to your child's strengths, needs, likes and dislikes – you are their first teachers. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.
We also want to hear from you as much as possible so that we can build a better picture of how the support we are providing is impacting your child outside of school – Tapestry is our preferred method of communication for this. There are other opportunities throughout the school year to discuss your child's progress, such as, termly WOW afternoons, family learning celebrations and following the more formal end of year summaries.
If your child's needs or strengths change at any time, please let us know right away so we can adapt our approach if appropriate. After any discussion we will make a record of any

outcomes, actions and support and ensure the class team and any other necessary staff are aware.
If any concerns arise between these conversations, please contact your child's class teacher via Tapestry or phone.

8. Consulting pupils with SEN about, and involving them in, their education

Children's level of involvement depends on their age and understanding. We recognise children are all different, so we will decide on a case-by-case basis, with your input.
We may seek your child's views by asking them to:
Attend meetings to discuss their progress and outcomes
Pupil voice may be gained in different ways, such as, use of visuals, videos, drawing/writing
Discuss their views with a member of staff who can act as a representative during the meeting
Complete a survey

9. The governing body's management of complaints from parents of pupils with SEND concerning the provision at the school

We want to work with you to ensure the best possible outcomes for your child and hope that regular communication about our provision will mean that concerns can be answered and problems solved informally. Should you need to make a complaint about SEND provision in the academy, please direct these to the class teacher in the first instance. If your query or complaint is not rectified, please contact the Principal. If the concerns persist, please use the academy Complaints Policy, which is on our website.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice. If you feel that our academy has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination
You can make a claim about alleged discrimination regarding:
Admission
Exclusion
Provision of education and associated services
Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Formal mediation is a positive way of trying to settle a dispute. It involves a meeting between the local authority, you and an independent mediator who will help everyone reach an agreement on the points of dispute. In Lincolnshire it is free of charge and provided by Global Mediation:

- Call: 0800 064 4488
- Email: sen@globalmediation.co.uk
- Visit: www.globalmediation.co.uk

10. How the governing body involves other groups in meeting the needs of pupils with SEND and their families

SEND services commissioned by Gosberton House Academy include:

Educational services – Virtual School for Looked after Children and previously Looked after Children, Working Together Team, Educational Psychologists, Educational Welfare Officers

Health services – Speech and Language Therapist, Occupational Therapist, Mental Health Support Team, GP, Community Paediatrician, Specialist Nursing team.

Social care services – Social workers for children with disabilities, social care and other local authority provided support services.

11. The contact details of support services for parents in accordance with section 32

If you have questions or would like us to support, please do get in touch via Tapestry or phone – we will always do what we can to help you and your child.

To see what support is available locally, have a look at Lincolnshire's local offer:
https://www.lincolnshire.gov.uk/send-local-offer

Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). You can contact them:
0800 195 1635 (Freephone)
https://www.liaiselincolnshire.org.uk/

Local charities that offer information and support to families of children with SEN are:
Lincolnshire Parent Carer Forum: admin@lincspcf.org.uk
LPCF, PO Box 1183, Spalding, PE11 9EE

National charities that offer information and support to families of children with SEN are:
IPSEA
SEND family support
NSPCC
Family Action
Special Needs Jungle

12. Supporting pupils moving between schools/phases

When your child joins Gosberton House Academy, following the EHC Plan admissions process, staff will develop an individualised transition plan which will include transition visits at a level appropriate to your child's needs. Class leads may attend Annual Review meetings before your child joins us however, where this is not possible, staff will liaise with your child's current setting to ensure a smooth transition. Once your child has started at Gosberton House Academy then all relevant information from previous setting(s) will be transferred across to us. Within the first six weeks of starting at GHA, staff will develop a sensory profile, a personal support plan and an individual education plan, in conjunction

with parents/carers, to ensure that your child's strengths and needs are clearly identified and effective provision is put in place. These will be shared with you via Tapestry.

Towards the end of each school year, your child's new classroom staff will spend time getting to know the children in their current class. They will have conversations with your child's current staff and also look at EHCPs and IEP targets. They will post on Tapestry so that you know who your child's class staff will be – with photos of them, the new classroom (if applicable). They will also share the topic for September. Your child and their peers will spend at least two sessions in their new classroom in the summer term, and their current class staff will also ensure that they spend time in their new area of school if they are moving key stages.

Between schools
When your child is moving on from our academy, teachers or other staff from the new/secondary setting may come into our academy for a meeting with your child's class teacher. They may also spend time in your child's classroom, observing how your child learns and what helps them to feel happy.
Our Wellbeing Lead may arrange visits or activities with Year 7 pupils at the setting your child will be attending. For most secondary schools, you will be asked to take your child for transition sessions or days.

13. Information on where the local authority's local offer is published

The Local Offer in Lincolnshire provides information and services for children and young peo ple with special educational needs or disabilities (SEND). It is hosted by Lincolnshire County Council and aims to offer clear, comprehensive, and accessible information about available s upport and services. The Local Offer includes various services and events designed to suppo rt children and their families.
To see what support is available locally, have a look at Lincolnshire's local offer: https://www.lincolnshire.gov.uk/send-local-offer

14. Glossary

Access arrangements	special arrangements to allow pupils with SEN to access assessments or exams
Annual review	an annual meeting to review the provision in a pupil's EHC plan
Area of need	the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
CAMHS	child and adolescent mental health services
Differentiation / Personalisation	when teachers adapt how they teach in response to a pupil's needs
EHC needs assessment	the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan	an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
First-tier tribunal / SEND tribunal	a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school/academy or local authority due to SEN
Graduated approach	an approach to providing SEN support in which the school/academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
Intervention	a short-term, targeted approach to teaching a pupil with a specific outcome in mind
Local offer	information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
Outcome	target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
Reasonable adjustments	changes that the school must make to remove or reduce any disadvantages caused by a child's disability
SEN	special educational needs
SEND	special educational needs and disabilities
SEND Code of Practice	the statutory guidance that schools must follow to support children with SEND
SEND support	special educational provision that meets the needs of pupils with SEND
Transition	when a pupil moves between years, phases, schools or institutions or life stages