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GANTON SCHOOL

Building resilience not reliance

SEN Information Report for Academic Year 2026/2027

Approved by:	Local Governing Body
Created:	September 2022
Amended:	September 2026
New review date:	September 2027

About this SEND Information Report

This SEND Information Report has been written by **Alec Young, Headteacher**, and approved by the **Local Governing Body** on **24 September 2026**. It is available to view on the school website.

The report is part of a range of documents that explain how the school supports children and young people with Special Educational Needs and Disabilities (SEND). These documents provide further information about our approach to inclusion, support and provision.

We recommend reading this report alongside the school's **SEND Policy**, which can be found here https://gantonschool.org/wp-content/uploads/2025/12/SEND-Policy-1.pdf

If you have any questions about the information in this report, please contact the school. We will be happy to help.

The school makes provision for the following kinds of SEN	Our school is a specialist setting for children and young people with Severe Learning Difficulties (SLD). Many of our pupils also have additional needs in one or more of the areas listed below. • Communication and interaction – for example, difficulties with speaking, understanding language, communicating with others, or autism. • Learning and cognition – where children may learn differently or need extra support with their learning. • Social, emotional and mental health – where children may need support with their emotions, relationships, behaviour, attention, or mental wellbeing. • Sensory and/or physical needs – for example, hearing or vision difficulties, physical disabilities, or other sensory needs. We work closely with children, families, and other professionals to make sure every pupil receives the right support, develops their strengths, and is able to take a full part in school life.
The school ensures that the admissions process is fair for pupils with SEN or a disability by	All pupils at Ganton school have an Education, Health and Care Plan (EHCP). The Local Authority decides which children and young people are offered a place at our school. Before a place is agreed, the Local Authority and school work together to make sure that Ganton School can meet the child's needs. We are committed to making the admissions process fair and ensuring that each child is placed in the setting that best meets their needs. More information can be found in our Admissions Policy on the school website:
The school identifies and assesses SEN by:	At Ganton School, we take time to get to know every child. We work closely with parents, carers and other professionals to understand each child's strengths, interests and the support they need.

	We regularly check how pupils are learning and developing to make sure they are making progress and receiving the right support. Each pupil has an Individual Education Plan (IEP). This is based on the outcomes in their Education, Health and Care Plan (EHCP), as well as information from our own assessments. We share these plans with parents and carers and welcome your views. If there are areas that are important to you or your child, these will be included where appropriate. To make sure support is effective, we follow four simple steps: • Assess – finding out what a child can do and where they may need help. • Plan – agreeing the support and goals for the child. • Do – providing the support. • Review – looking at what is working well and what may need to change. Parents and carers are an important part of this process. We value your knowledge of your child and work in partnership with you when making decisions about support. We also encourage pupils to share their views in ways that suit them. When needed, and with your consent, we work with other professionals such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists and Physiotherapists to help us meet a child's needs.
The school supports SEN in accordance with its policy framework which is set out at:	At Ganton school we believe that every child is important and deserves the opportunity to learn, develop and succeed. We celebrate each pupil's strengths and recognise that everyone learns in different ways. We work closely with parents, carers and pupils when planning support. Your views and knowledge of your child are important to us, and we encourage families to be involved in decisions about learning, support and future goals. Every pupil has an Individual Education Plan (IEP) that is linked to the outcomes in their Education, Health and Care Plan (EHCP). These plans help us identify what each pupil is working towards and the support they need to achieve their goals. We provide a broad and engaging curriculum that is adapted to meet individual needs. Learning activities are carefully planned so that pupils can take part, make progress and experience success. Our curriculum focuses on helping pupils develop skills in: • Communication • Learning and problem-solving • Physical and sensory development • Personal, social and emotional development

	Communication is a key part of learning at Ganton School. We use a range of approaches and strategies to help pupils develop their communication and interaction skills. We know that every child learns differently. Teachers use a variety of teaching methods, resources and support strategies to help pupils access learning in ways that work best for them. Learning is personalised to meet individual needs, interests and abilities. We regularly review each pupil's progress and the support they receive. This helps us make sure that support remains effective and continues to meet their needs. Parents and carers are involved in these reviews and are encouraged to share their views. IEPs are reviewed throughout the year, and EHCPs are reviewed annually. Some pupils may need additional support or specialist programmes. Any intervention or support is carefully chosen to meet the individual needs of the child and is regularly reviewed to make sure it is helping. We recognise that success looks different for every child. For some pupils, progress may be seen through increased confidence, communication, independence, wellbeing or engagement with learning. Our aim is to help every pupil enjoy school, achieve their potential and develop the skills they need for adult life. Further details about how we identify and support children with SEND can be found in our SEND Policy, available on the school website. Paper copies are available from the school office on request. Other policies which describe our regulatory responsibilities include; - Accessibility Plan - Equality Information - Supporting Children with Medical Conditions - Learning & Support Policy. For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Equality Act, Advice for schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/f ile/315587/Equality_Act_Advice_Final.pdf

	Equality and Human Rights Commission guidance on Reasonable adjustments: https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils Guidance on supporting pupils at school with medical conditions: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3
The school's SENCO's details are:	Alec Young Headteacher Head@Ganton .het.academy 01482 755528 Helen Robinson Deputy Headteacher hrobinson@Ganton .het.academy 01482 755528
The school's staff have been trained and have expertise in the following areas:	At Ganton school we want every child to feel safe, supported and ready to learn. To help us do this, our staff receive regular training so they can understand and meet the needs of all our pupils. Our teachers and support staff have experience of working with children and young people with a wide range of SEND. We also work closely with specialist professionals, who provide advice, guidance and additional training when needed. Staff receive training in areas such as: • Autism • Communication and interaction • Supporting emotional wellbeing • Sensory needs • Positive behaviour support • Person-centred approaches • Supporting social and communication skills (SCERTS) • Phonics • Quality first teaching of Literacy and Numeracy • Safe moving and handling • Epilepsy awareness and medication administration • Team Teach

	This is not a full list. Staff continue to take part in training throughout the year so that they can provide the best possible support for our pupils. Our aim is to ensure that every child is understood, supported and given the opportunity to achieve their full potential.
The school will secure equipment and facilities for children with SEND by:	At Ganton School, we are committed to providing a learning environment that meets the individual needs of every pupil. We carefully consider what each child needs to help them learn, communicate, develop independence and enjoy school life. We are fortunate to have a wide range of specialist facilities, resources and equipment that support learning, wellbeing and physical development. These are matched to pupils' individual needs and are used as part of a personalised approach to learning. Our facilities include: • Specialist sensory rooms that provide opportunities for pupils to explore, relax, regulate their emotions and engage with learning through their senses. • A hydrotherapy pool and hydrotherapy facilities, which support physical development, movement, relaxation and wellbeing. • Outdoor learning and play areas that encourage exploration, physical activity, social interaction and enjoyment. • Specialist sensory equipment to support pupils with sensory processing needs and help them engage comfortably in learning. • A sports hall and physical activity spaces that enable pupils to develop movement, coordination, fitness and confidence. • Drama and performance spaces where pupils can develop communication, creativity, self-expression and social skills. • Carefully planned early literacy and numeracy resources, designed to help pupils develop communication, reading, writing and mathematical skills at a level that is appropriate for them.

	• A wide range of communication resources and assistive technology, where needed, to help pupils express themselves and access learning. Classrooms and learning environments are thoughtfully designed to be welcoming, engaging and supportive. Resources are adapted to meet individual learning needs, helping pupils to participate fully and experience success. Where a pupil requires additional specialist equipment, we work closely with families and other professionals to identify the most appropriate support. Equipment may be provided by the school or, where appropriate, through support from the Local Authority or other specialist services. Our aim is to ensure that every pupil has access to the resources, facilities and learning experiences they need to be happy, confident and successful in school.

The school aims to involve the parents and children with SEND in the education of the children and will do so by:	Working with parents and families We work closely with families to make sure that each child receives the right support and has the opportunity to achieve their full potential. We encourage parents and carers to be involved in planning, reviewing progress and helping us identify what is most important for their child. We keep parents informed about their child's learning, progress and wellbeing in a variety of ways, including: • Talking regularly with class staff • Sharing Individual Education Plans (IEPs) • Home-school communication diaries, photographs and online communication tools • Parent open mornings and school events • Progress meetings and reviews with school staff • Annual review meetings for EHCPs • End of year reports • Curriculum information so families can support learning at home We also have an active parent group which provides opportunities for families to meet, share experiences, learn new skills and contribute to school life. This helps us make sure that information is accessible and that parents feel informed, involved and supported. Listening to Pupils The views of our pupils are very important to us. We encourage children and young people to share their thoughts, feelings and preferences in ways that are meaningful to them. We support pupils to: • Express their views and make choices • Take part in decisions about their learning and support • Develop communication skills that help them share their thoughts and needs • Build confidence and independence Pupils may communicate using speech, signs, symbols, communication aids, photographs, objects of reference or other personalised communication methods. When a child is unable to share their views directly, we work closely with families and staff who know them well to understand their likes, dislikes, wishes and needs. Pupils are also encouraged to contribute to school life through opportunities such as the School Council and other pupil leadership activities. By working together with pupils and families, we can make sure that support is personalised, meaningful and focused on what matters most to each child and young person.

Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the school by:	We want families to feel comfortable talking to us if they have any questions, concerns or worries about their child's education or support. If you would like to discuss any aspect of your child's progress, wellbeing or provision, please speak to their class teacher in the first instance. Most concerns can be resolved quickly through open communication. If you feel further support is needed, you can contact a member of the school's leadership team, including an Assistant Headteacher, Deputy Headteacher or the Headteacher, by email admin@Ganton.het.academy or by arranging an appointment through the school office. We value feedback from parents and carers and will always listen carefully and work with you to find the best way forward. If, after discussing your concerns with the school, you feel that the matter has not been resolved, you can follow the school's complaints procedure. A copy of the Ganton School Complaints Procedure can be found here- https://www.humbereducationtrust.co.uk/attachments/download.asp?file=345
The school works with other agencies to support children with SEND and their families by:	At Ganton school, we work closely with a range of professionals and specialist services to make sure pupils and families receive the support they need. Sometimes, extra advice or support from specialists can help us better understand a child's needs and ensure the right support is in place. We will always work with families and involve them in these discussions. Depending on a child's needs, we may work with services such as: • Educational Psychologists • Speech and Language Therapists • Children's Mental Health Services (CAMHS) • Learning Disability Nursing Teams • School Nursing and Public Health Nursing Services • Occupational Therapists • Physiotherapists • Sensory Integration Therapists • Integrated Physical and Sensory Services (support for hearing, vision and physical needs) • Social Care Services • Children's Centres

	• SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) • The National Autistic Society This is not a full list, and other professionals may be involved where needed. By working together with families and specialist services, we can ensure that pupils receive the right support to help them learn, develop and achieve their potential.
The school acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	We understand that there may be times when parents, carers or young people would like independent advice, information or support. Sometimes it can be helpful to talk to someone outside of school about SEND, education, health or social care matters. SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is a free, confidential and impartial service available to families, children and young people. SENDIASS can provide support with: • Understanding SEND processes and paperwork • Education, Health and Care Plans (EHCPs) • Meetings and reviews • Knowing your rights and options • Finding services and support available in the local area • Helping parents, carers and young people have their voices heard Contact SENDIASS Hull Telephone:01482467541 Advice Line: Monday to Friday Address: 182 Chanterlands Avenue, Hull, HU5 4DJ Phone number: 01482 467 541 Email: sendiassduty@kids.org.uk Website: https://www.kids.org.uk/sendiass/services/hull-sendiass SENDIASS supports: • Parents and carers of children and young people aged 0–25 with SEND • Children and young people with SEND • Young people aged 16–25 who would like information, advice or support in their own right We are always happy to help families access additional support and information whenever it is needed.

The school works on transition arrangements for children joining or leaving the school by:	We know that changes can be exciting but can also feel worrying for children and their families. Whether a pupil is starting at Ganton School, moving to a new class, or preparing for life after school, we work closely with families to make the process as smooth as possible. When a child joins our school, we take time to get to know them, understand their needs and make sure the right support is in place. We work with parents, carers, previous schools and other professionals to help every pupil settle in successfully. As pupils move through school, staff work together to prepare them for changes, helping them feel confident and comfortable in their new class or setting. From Year 9 onwards, we begin planning for the future through EHCP reviews and discussions with families. We support pupils and parents to explore options such as further education, training, employment, supported living and community opportunities. Families can access support through: • EHCP Annual Review meetings • Information and transition meetings • Visits to future settings • Meetings with post-16 and post-19 providers • Advice from services such as Connexions, Social Care and local support services In Sixth Form, pupils receive extra support to build independence, confidence and life skills for adulthood. Our aim is to ensure every pupil and family feels informed, supported and confident about the future
The Local Offer produced by the Hull Local Authority is available at:	The Hull Local Offer provides information about the services, support and opportunities available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. You can find information about education, health services, social care, leisure activities, preparing for adulthood and sources of advice and support. Further information is available on the Hull Local Offer website: Home – Hull SEND Local Offer If you need help accessing information from the Local Offer, please contact the school and we will be happy to help.


The Hull
SEND
Local Offer