



Goldsworth Primary School

SEND Policy

November 2024-25

The purpose of this policy is to develop clarity and coherence in the supporting of SEND at Goldsworth Primary School.

1. Aims

At Goldsworth School, we ensure that all children are valued equally, regardless of their abilities and/or social, emotional or behavioural needs. We understand that many pupils will have special educational needs at some time during their school life and that the best way of helping them is for We have recently set up our own provision, The Haven, which caters for children with learning needs on our SEND register. The provision aims to enable children to access learning at an appropriate learning, whilst being challenged.

- We aim to enable and encourage all children to develop their full potential
- We aim to identify students' needs as early as possible
- We aim to provide a broad, interesting and accessible curriculum, relevant to the needs of all our pupils
- We aim for our pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- We aim to identify and assess the children with special needs and to make sure that the arrangements made for these children are in line with the requirements of the Special Educational Needs and Disability Act
- We aim to foster links between support services, home and school

2. Intent

- Ensure maximum opportunities for effective inclusion throughout the school to develop the children's independence, as appropriate to their level of need and comply with the SEND code of Practice 0-25 (January 2015)
- Provide ambitious educational and wider outcomes, appropriate for the child's age and ability and ensure that every pupil experiences success in their learning and achieves the highest possible standard
- Provide a secure environment in which all our children can flourish and in which all contributions are valued
- Ensure all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- Ensure all children are given equality of opportunity to participate fully in school activities and the life of the school
- Ensure early identification of special educational needs and disabilities and effectively assess and monitor needs
- Remove barriers to learning and achievement to enable all pupils to participate in lessons fully and effectively
- Ensure close and effective partnership between parents, school and outside agencies
- Ensure children's views are valued and listened to
- Ensure effective transitions between phases of a child's educational journey

- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- Ensure that the Governing Body are fully involved in monitoring and developing SEND provision

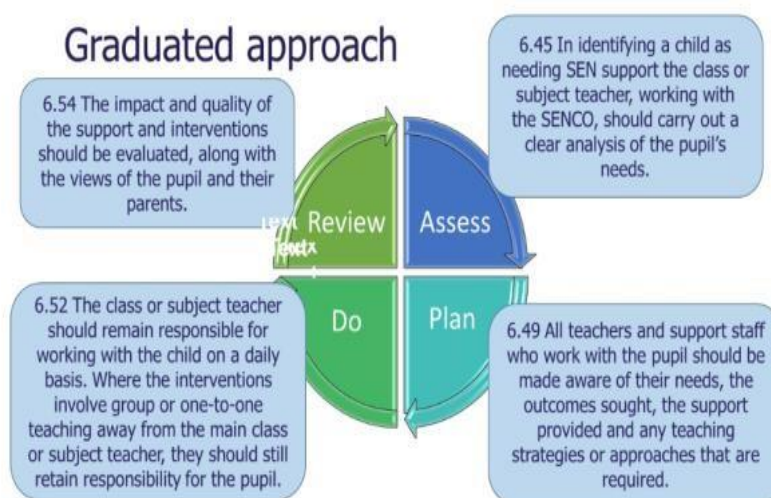
3. Implementation

All pupils receive a differentiated curriculum delivered through Quality First Teaching and the Ordinarily Available provision (Appendix 3). Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Class teachers, subject leaders and the senior leadership team including the SENDCo, regularly and systematically monitor pupil progress. Pupil progress meetings, which are held termly, highlight pupils who may need additional support and the SENDCo advises teachers on appropriate support. Parents may also raise concerns via the class teacher or the SENDCo and a meeting might be held to discuss how we can support the child.

We will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the learning needs of the child or young person. If we feel a child is not making expected progress, despite the support in place, a meeting will be held between the parent, class teacher and SENDCo to decide if the child should be placed on the SEND register. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. We involve parents/carers and, where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are formally informed that special educational provision is being made. The SENDCo keeps the SEND register updated on a termly basis.

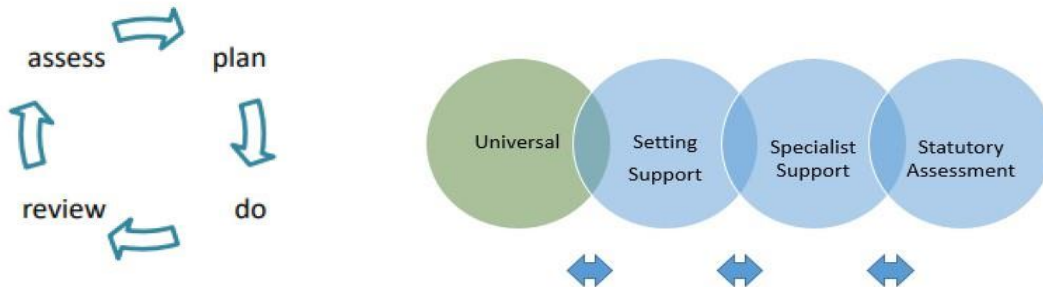
As a school, we identify and support children with SEND using the Graduated Response, using the Surrey SEND Profile of Need to identify levels of support and intervention needed.



At a universal level, Quality First Teaching/Ordinarily Available Provision, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully

review the quality of teaching for all pupils, including those at risk of underachievement. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

We use the SEND Code of Practice (2015) Assess – Plan – Do – Review cycle to plan, monitor and evaluate the impact of support.



A. **Assess**

We regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil and draw on the assessments and guidance from other education professionals, e.g. educational psychologists, speech and language therapists, physical sensory services and from health and social services, where appropriate.

Assessments are made before and after interventions to show impact of the support and appropriate adjustments made.

B. **Plan**

The support each child is given is specified on the class group provision map and the impact of the support is evaluated at the end of a specific programme or at the end of the next school assessment period. For many pupils, this support is enough for them to close any gaps.

For some pupils, this will lead to an Individual Support Arrangements Plan (ISP) and a discussion with their parents/carers and the pupil (where appropriate) to develop a good understanding of the pupil's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and a date when this will be reviewed. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and reduce the impact of any barriers to learning. However, some pupils need further support and school will seek the advice of a specialist if necessary.

C. **Do**

The class teacher, who is responsible for working with the pupil on a daily basis, will liaise closely with TAs or specialist staff and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

D. Review

The teacher, parent/carer and the pupil (depending on age and stage of development) will review the ISP, including the impact of the support and interventions, regularly. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support. In this case, the pupil's parents are formally informed that their child has been removed from the SEND register, but the school will continue to monitor the child closely.

Statutory Assessment

Where, despite relevant and purposeful action has been taken to identify, assess and meet the SEND of the child, the child has not made expected progress with the involvement of multi-agency professionals, the school or parents can consider requesting a statutory assessment.

In which case, the SENDCo will lead a Support Review Meeting with the pupil, parents/carers, teaching staff and any professionals who have been involved based on the Surrey Profile of Need and a decision will be made as to whether to make a [request for assessment](#).

A request for consideration is submitted to the Local Authority (LA). Details and time scales can be found [here](#).

If an Education, Health and Care Plan (EHCP) is issued, it will outline the outcomes to be met and additional provision to meet the child's needs. The EHCP will be reviewed annually in addition to the interim meetings.

Supporting pupils at school with medical conditions or disabilities

Goldsworth recognises that pupils with medical conditions or disabilities should be properly supported so that they have full access to education, including school trips and physical education, wherever possible.

Some children may need long-term medication. If this is the case, the school will set up an Individual Health Care Plan with parents to agree what action they will take to support the child.

For those who are unable to access education due to medical needs, we would contact Access to Education (medical) [service](#).

If a child has a disability, the school will comply with its duties under the Equality Act 2010. Specialist equipment will be considered on an individual basis.

Training and development

All staff teachers are teachers of children with SEND. All staff are consulted on their individual training needs and the needs of the school are considered. Training is ongoing, in response to identified need. The SENDCo regularly attends the Surrey LA and Cluster SENDCo network meetings in order to keep up to date with local and national updates in SEND. All staff receive ongoing CPD to ensure that teaching is of the highest quality and our aim is for all learners to make good or accelerated progress throughout their school career.

Storing and Managing Information

Information regarding all pupils is confidential and files relating to children with SEND are kept securely and shared on a need-to-know basis. Files are transferred to Secondary Schools or new school where a child moves in year. If we are unable to do this, the file will be stored securely until the child reaches 31 years of age then securely destroyed, in line with the retention schedule set out by the IRMS.

Complaints procedure

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Supporting parents/carers and young people

The Surrey Local Offer will provide information on what support is available in the local area and can be found on the Surrey Council website: <http://www.surreylocaloffer.org.uk>. Each school's SEND information report is available on the individual school website or from the school office.

Further information is available at: [Family Information Support Services](#) which sign post parents and carers to agencies available locally [Surrey SEND Information](#), Advice and Support Service (SSIASS) which can provide independent advice and support to the parents of children with SEND in Surrey.

Parents without internet access should contact the school SENDCo for support in finding the information they require.

4. Impact

Assessments are made before and after interventions (entry and exit data) to show impact of the support and so that appropriate adjustments made. We regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared to their peers and national expectations. Termly, Pupil Progress Meetings with the senior leadership team and the SENDCO monitor progress of children with SEND

At parent meetings, we will listen to the views and experience of parents/carers and the pupil and draw on the assessments and guidance from other education professionals, e.g. educational psychologists, speech and language therapists, physical sensory services and from health and social services, where appropriate.

Lesson observations are carried out to ensure support matches planned provision. The SENDCo works with the SENDCo Governor to monitor and evaluate the effectiveness of SEND provision throughout the school as part of an ongoing process.

The SENDCo is part of the Senior Leadership team (or represented on the team), so SEND is kept as a school priority. Feedback is also sought from pupils, parents and carers.

5. Equal opportunities

All children are provided with their full entitlement to the curriculum regardless of their differences. Goldsworth is committed to every child being given the opportunity to achieve their best. We endeavour to provide a happy, safe and caring atmosphere in which children are able to understand and value their achievements and those of others and engage fully in the joy of learning. All pupils, regardless of their particular needs, are provided with inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone in our schools. Every teacher is a teacher of every pupil including those with SEND. High quality teaching and learning is at the centre of this and all teaching staff are trained to feel confident in their ability to support children with SEND, providing appropriate and manageable differentiation, using our best endeavours to give pupils the support they need.

6. Special Needs

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater learning difficulty in learning than the majority of others of the same age
- or*
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions

We aim to identify the needs of the child; in order to help us can identify what actions the school needs to take to best support the child's learning and wellbeing. The Code of Practice 2015 describes 4 broad categories of need:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health Needs*
- *Sensory and/or physical needs*

7. Related Policies

Equality Policy and Single Equality Scheme

Accessibility Policy/Plan

Anti-Bullying policy

Behaviour policy

Child Protection and Safeguarding policy

Teaching and Learning policy

Assessment policy

Date policy reviewed: October 2024

Approved by Trustees: 11/12/23

Date of next review: October 2025

Appendix A: Roles and Responsibilities

Inclusion Leader (& trained SENDCo): Mrs Emma Knight (member of the Senior Management Team)

Contact details: eknight@goldsworthprimary.co.uk 01483 771321

SENDCo: Mrs Jo Foley

Contact details: jfoley@goldsworthprimary.co.uk 01483 771321

SEND Governor: Gary Stephens

Staff member responsible for managing Pupil Premium/LAC funding: Mrs Emma Knight

Staff member responsible for managing the schools responsibility for meeting the medical needs of pupils: Helen Cross & Emma Knight

SENDCo & Inclusion Leader Responsibilities:

- Overseeing the day to day operation of the SEND and Inclusion policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools and outside agencies
- Being a key point of contact with external agencies especially the local Authority and its support services
- Working with the school Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEND and providing professional development where appropriate.
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Liaising with and advising all staff, teaching and non-teaching and the SEND governor
- Updating the Provision Mapping

SEND designated governor responsibilities:

- Ensuring that the school complies with current legislation regarding race relations, equal opportunities, disability and SEND.

Class Teacher responsibilities:

- Familiarising themselves with the children's records and information regarding their SEND
- Differentiating the curriculum to meet the needs of all children including those with SEND
- Supporting individuals in reaching Support Plan targets
- Keeping the SENDCo informed of any changes to need or circumstances
- Identification through observation and ongoing assessment of other children with SEND
- Informing SENDCo of their concerns or concerns expressed by parents /carers
- Communicating with parents about their child's provision and progress

Teaching Assistants responsibilities:

- Supporting individuals or groups of children in accessing the curriculum
- Following Support Plan outcomes and provisions set by teachers and outside agencies
- Keeping records for Support Plans as required

Parent responsibilities:

- Attending meetings and reviews
- Providing up to date information about their child's needs and well-being
- Supporting their child, giving encouragement and positive reinforcement

Appendix B: Identification of Needs (from SEND Code of Practice, 2015)

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people on the autistic spectrum are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Please refer to the school's Accessibility Policy.

Appendix C: Ordinarily Available Provision

Visit the Surrey Local Offer webpage: [Ordinarily available provision \(schools\) | Surrey Local Offer](#)

- View Surrey's Ordinarily Available Provision brochure here: [Ordinarily Available Provision schools booklet \(surreylocaloffer.org.uk\)](#)

Appendix D: Glossary of Terms

ADD - Attention Deficit Disorder

ADHD - Attention Deficit/Hyperactivity Disorder

AOT - Autism Outreach Team

Annual Review – The statutory review of a child’s Education, Health and Care Plan. The parent(s)/carer(s), the child/ young person, the school, the LEA and all the professionals have the opportunity to be involved in this review meeting.

ASD - Autistic Spectrum Disorder. Children who may find it difficult to understand and use non-verbal and verbal communication.

Asperger's syndrome/disorder – An autistic spectrum disorder characterised by significant difficulties in social interaction and non-verbal communication, alongside restricted and repetitive patterns of behaviour and interests.

BDA - The British Dyslexic Association

CF - Cystic Fibrosis

CLAPA - Cleft Lip and Palate Association

DCD - Development Co-ordination Difficulty. Also termed Dyspraxia

Disadvantaged Children – Children eligible for free school meals

Dyscalculia - Children having difficulty in acquiring mathematical skills

Dyslexia - Children having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.

Dyspraxia - Children with impairment of gross and fine motor skills

EAL - English as an additional Language

EHA – Early Help Assessment

EHCP – Education, Health and Care Plan. Legally enforceable document that describes the special educational needs of the child, outcomes for the child and how these needs will be met.

EHC Assessment - Multi-disciplinary assessment by the Local Authority of a child’s educational need

EP - Educational Psychologist

EWO - Educational Welfare Officer

Graduated Response – The process of assessing, planning, carrying out and reviewing support and intervention to meet a child’s individual needs.

GDD – Global Development Delay

HI - Hearing Impaired

HLTA - Higher Level Teaching Assistant

Inclusion – Providing a flexible curriculum and increased capacity to meet needs of all children

IHCP – Individual Health Care Plan

Integration - Where a child fits into existing school provision and curriculum

CLA – Child Looked After. A child who is in social care.

LAN- Learning and Additional Needs

LEA - Local Education Authority

LLS – Learning and Language Support - Specialist Teaching Service.

Mindworks – Formally CAMHS (Child & Adolescent Mental Health Service)

MD - Muscular Dystrophy

MLD - Moderate Learning Difficulties. Children whose attainments are significantly below expected levels in most areas of the curriculum.

MSI - Multi-Sensory Impairment. Children with complex visual and hearing difficulties.

NASEN - National Association for Special Educational Needs

OT – Occupational Therapy

P Scales - Performance descriptors. A common basis for measuring the progress of children working below age-related expectations.

PD - Physical Disability

PDA – Pathological Demand Avoidance

PP – Pupil Premium

Profile of Need - An assessment toolkit to support teachers to identify children’s needs/ next steps.

PMLD - Profound and Multiple Learning Difficulties. Children with complex learning needs and other significant physical difficulties.

PSSS – Physical and Sensory Support Service

RA – Restorative Approaches

SALT - Speech and Language Therapist

SEMH – Social, Emotional and Mental Health

SEN Code of Practice 2014- Statutory guidance to LEAs and the governing bodies of all maintained schools and academies.

SEND - Special Educational Needs and Disability

SENDCO - Special Educational Needs Co-ordinator

SLCN - Speech, Language and Communication Needs

SpLD - Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

STIP – Specialist Teacher for Inclusive Practice

TAC – Team around Child

TAF – Team around Family

TES - Traveller Educational Service

VI - Visually Impaired

Working Memory - Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.

Appendix E: Example of ISP

Goldsworth Primary School

Child A – Learning Plan

Created: 12/11/2024



Review Date: 28/02/2025

What do you need to know about me

Child A enjoys maths, PE lessons (especially football and netball) and drawing both in art lessons and at home. She is very social and enjoys playing with her friends at break and lunchtime.

How to support me

Child A finds working in a guided group supportive. She enjoys discussing maths problems with a talk partner to work through a strategy, also acting out and retelling stories.

Subject	Assessment Name	Assessment Point	Mark
Reading	Main Assessment	2024-2025 Autumn	Significantly Below
Writing	Main Assessment	2024-2025 Autumn	Significantly Below
Maths	Main Assessment	2024-2025 Autumn	Working Towards
Maths	Times Table	2024-2025 Autumn	21/25

Outcome- What is the key area that needs to improve	Provisions in place to achieve this	How will I know it has been successful	Review date	Review
To join up all her letters.	Handwriting intervention 5 times a week Modelled WAGOLL Display of reminders- joints learnt	Child A will know all of the letters that need to be joined and those, which do not join. She will be joining up all of her letters.		
To spell 100 of the first 200HFW	Small groups for spelling, looking at the spellings in a sentence, dictation of sentences, sound work for each spelling using dots and dashes. Spellings being taught are sent home as part of the homework.	Child A will be able to spell the words correctly in her writing.		
Build confidence in oracy skills across the curriculum.	Oracy activities planned across curriculum. Giving thinking time to digest tasks and questions to not put him on the spot. Use discussion time with talk partner to allow Jacob to prepare his answers. Praise given when Jacob increases his oral participation in lessons to build his confidence and encourage him.	Child A feels confident and supported in the classroom. Feels more encouraged to engage in discussions. Noticeably puts her hand up to contribute her ideas and opinions.		