



Hertfordshire County Council  
**GOFFS OAK PRIMARY & NURSERY SCHOOL**

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## SEN Information Report

(to be read alongside the school's statement of support for the Herts Quality SEND Offer)

### Introduction

Welcome to Goffs Oak Primary and Nursery School's SEN information report. This report provides information about how our school implements its policy for children and young people with Special Educational Needs and Disabilities (SEND). It is updated annually and accessed via the school's website. This report was updated in November 2025.

If you have any questions about any of the information contained within this report, please contact the school's **Special Educational Needs Coordinator (SENCo)**, Miss Rachel Elliott, via email ([senco@goffsoak.herts.sch.uk](mailto:senco@goffsoak.herts.sch.uk)) or by calling the school office on 01707 888488.

### Context

Goffs Oak Primary and Nursery School is a one-form entry, maintained primary school. As of September 2025, around 13.6% of our pupils were identified with SEN. This is below the national average, as nationally it is 19.5% of children and young people.

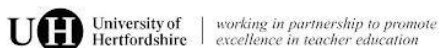
Our pupils with SEN present with a wide range of needs, including those related to speech, language and communication; autistic spectrum condition; attention-deficit hyperactivity disorder; specific learning difficulties; social, emotional and mental health and global development delay.

### ***How does the school know if children need extra help and what should I do if I think my child may have special educational needs (SEN)?***

The Code of Practice (2015) states:

*"A child or young person may have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) Has significant greater difficulty in learning than the majority of others of the same age*
- b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind that are provided for others of the same age in mainstream schools settings"*



working in partnership to promote excellence in teacher education



Individual children's needs are identified by the school in different ways. Every day, in every lesson, children's needs are continually assessed as part of high-quality teaching, through observation, questioning, listening and giving feedback. We recognise that pupils may need help if:

- Concerns are raised by teachers, support staff, parents/carers, or the child themselves
- Limited progress is being made compared to age-related expectations
- There is a change in the pupil's behaviour or rate of progress
- Concerns are raised by external agencies, such as the children's speech and language therapy service
- Concerns have been raised by a previous setting

If you are concerned at any point about your child's progress and attainment then you should speak with the class teacher in the first instance. You can do this via the School Office on 01707 888488 or [admin@goffsoak.herts.sch.uk](mailto:admin@goffsoak.herts.sch.uk). Where appropriate, the SENCo may also be involved in conversations. You can contact our SENCo (Miss Rachel Elliott) via the School Office on 01707 888488 or via [senco@goffsoak.herts.sch.uk](mailto:senco@goffsoak.herts.sch.uk).

If your child's class teacher has concerns about your child, then they will arrange to meet with you to discuss their concerns. If they feel it is appropriate, they may suggest that your child is placed on the school's SEN register. If you consent to this, then you will also receive notification that your child's name is now on the school's SEN register in writing from the school's SENCo.

### ***How will the school support my child?***

The whole staff team work together to plan and deliver appropriate educational provision for all children with SEN in our school, for example:

#### **Class teachers**

Your child's teacher will be able to listen to any questions or concerns you may have. They will be able to discuss your child's academic progress as well as their opinion of how your child is developing socially and emotionally. They liaise with the SENCo if they feel that further provision is appropriate.

They are responsible for: providing personalised, high-quality teaching and learning opportunities; monitoring and assessing your child's academic progress; ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets; ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

#### **SENCo (Miss Rachel Elliott)**

Where concerns persist and a pupil continues to make less than expected progress (academically or emotionally) despite evidence-based interventions, the SENCo can help you with further support. They can help your child to be referred to external professionals for further advice. In some cases, your child may have a special educational need which will require significant support, if this is the case they may need an Education Health and Care Plan or Local Higher Needs Funding which the SENDCo can apply for.

Parents/carers will always be involved in any decision regarding applications or involving any specialists.

The SENCo is responsible for: co-ordinating provision for children with special educational needs; ensuring that pupils and parents are involved in the coproduction of targets and

provision for pupils with SEN; liaising with and advising teachers; overseeing the records on all children with special educational needs; contributing to the in-service training of staff; implementing a programme of Annual Review for all pupils with an Educational Health Care Plan; carrying out referral procedures to the Local Authority to request Local Higher Needs Funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention that a pupil may have a special educational need which will require significant and ongoing support.

**Senior Leadership Team (Headteacher – Mrs Michelle Beck; Deputy Head – Mrs Aimee Hart; KS2 Lead – Mr James Wilkie; EYFS/KS1 Lead – Miss Chloe Taylor; SENCo – Miss Rachel Elliott)**

The Senior Leadership Team is responsible for: monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn; analysis of the whole-school pupil progress tracking system; holding regular pupil progress meetings with individual teachers; having regular meetings with the SENCo and making decisions about the best deployment of staff and other resources across the school.

**SEN Link Governor (Mr Tom Lilley)**

The SEN Link Governor is responsible for: acting as the champion for children with SEN and ensuring that the school is fulfilling its duties to these children; meeting with the SENCo regularly; asking questions and raising awareness relating to SEN and inclusion provision at Governing Body meetings; monitoring the SEND notional budget and what impact that spending has had on Learner progress and attainment; confirming that the school's duties have been fulfilled.

***How will the school's approach to teaching and learning be matched to my child's needs?***

Our class teachers ensure that all children are provided with high quality education on a daily basis. They adapt the curriculum to suit the needs of pupils in their class, in line with the guidance within [Hertfordshire's Ordinarily Available Provision](#) (published September 2025) document.

While high quality inclusive teaching will meet the needs of most children, some, including those with SEND, may require a more deliberate and targeted approach. The SEND Code of Practice (January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Physical and/or Sensory Needs

The adaptations that are made will depend upon the nature of the children's needs and many children have needs across more than one area. Here are some examples of strategies, approaches to teaching and adaptations to the learning environment, linked to the four broad areas of need:

### Communication and interaction

Adaptations include the use of visual aids to support understanding of spoken language; use of concise, scripted language; pre-teaching topic-specific vocabulary; explicitly teaching the meaning of unfamiliar words; using objects of reference; displaying key vocabulary; providing adult or peer support for paired/group work.

### Cognition and Learning

Adaptations include the provision of word banks; adults and peers offering reading support; providing sentence starters; writing checklists and memory aids; providing extra processing time; chunking instructions into smaller steps and staggering instructions to avoid cognitive overload; pre-teaching new topics or conceptual learning; offering alternative forms of recording and using technology to support this.

### Social, Emotional and Mental Health Difficulties

As a school, we follow and utilise '[The Good Morning Club](#)' approach and resources to promote regulation and engagement. As part of this approach, children engage in daily emotional check-ins and have designated lessons to improve their emotional literacy. They also have access to a range of physical resources and tools to support emotional regulation.

We also have 'Well-being Ambassadors'. This is currently eight pupils from Year 6 who run structured lunch-time clubs for children who benefit from peer mentoring. Our ambassadors also deliver mindfulness sessions across the school, providing a time for quiet reflection and focus during a busy school day. We also offer mentoring for some children in upper key stage two with [CHEXS](#), a family support charity based in Waltham Cross.

In addition, we have a dedicated Pastoral and Mental Health Lead, Mrs Bridget Kaal, who works with individual families and children to provide bespoke mental health support. In class, visual timetables support transitions during the school day and 'quiet spaces' are set up so children can access them to reduce sensory overload and allow for de-escalation.

### Physical and/or Sensory Needs

Appropriate specialist equipment may be offered to pupils such as ergonomic writing tools; adaptive scissors; writing slopes; 'wiggle' cushions; weighted blankets; resistance bands for chairs; fiddle toys or coloured writing paper/overlays. Children may be provided with movement breaks to aid their focus.

Class work set by the teachers will be differentiated so that it provides a suitable level of challenge for each individual pupil.

Targeted interventions may also be offered within a small group or on a one-to-one basis. This may include support during lesson time or at alternative times during the school day, such as during assemblies. Examples of some of the targeted interventions we provide are speech and language sessions; phonics boosters; handwriting and fine motor activities.

## ***How will I know how my child is doing?***

We support and involve parents/carers in their child's learning. This includes:

- An open-door policy for parents/carers to discuss issues with the class teacher or SENCO
- Parent consultation meetings twice a year
- Annual school report

If your child is identified as having SEN, then you will be invited to attend **termly SEN Assess-Plan-Do-Review meetings**, instead of parent consultations. This meeting provides an extended opportunity to discuss the provision that we will offer your child to help to meet their individual needs.

Before the meeting, your child's teaching team will have a 1:1 conversation with your child to capture their views about how they are doing in school, their strengths and any areas they feel they need further help and support.

Within the meeting itself, parents are invited to share their views about how the child is progressing in school. Taking the child's, the parents' and the school's views into consideration, parents and class teachers agree the outcomes for the child together and discuss the provision that will be put in place at school to help the child to achieve the targets set. Parents are provided with a written summary of this meeting, for their reference.

### ***What support will there be for my child's overall well-being?***

We are extremely proud of the ongoing work that we do to recognise and promote our children's positive mental health and wellbeing.

We recognise that some children have additional emotional, mental and social needs and that these issues need to be understood and supported, as a priority. We do this in the following ways:

- By delivering a highly structured and comprehensive Personal, Social, Health Education curriculum that gives the relevant context to build skills, attitudes, self-esteem, resilience and confidence.
- By following '[The Good Morning Club](#)' approach and resources to promote regulation and engagement, including daily emotional check-ins and designated lessons to improve emotional literacy.
- Allowing all of our children access to a range of physical resources and tools to support emotional regulation, through our '[Regulation Backpacks](#)'.
- Offering peer mentoring through our Year 6 'Well-being Ambassadors'
- Offering mentoring for some children in upper key stage two with [CHEXS](#), a family support charity based in Waltham Cross.
- Having a dedicated **Pastoral and Mental Health Lead, Mrs Bridget Kaal**, who works with individual families and children to provide bespoke mental health support. Parents can contact Mrs Kaal via the school office on 01707 888488 or via [bridgetkaal@goffsoak.herts.sch.uk](mailto:bridgetkaal@goffsoak.herts.sch.uk)
- We raise the profile of Mental Health by supporting World Mental Health Day; World Wellbeing Week and Anti-Bullying Week. On these days and weeks, all of the children across the school complete themed activities to promote positive mental health.
- We access specialist behavioural support from outside agencies where appropriate.

We also became an [OPAL \(Outdoor Play and Learning\)](#) school from November 2024 to improve our children's playtime experiences, as well as opportunities for socialisation, cooperation, coordination, resilience, creativity, imagination and enjoyment.

## ***What training have the staff supporting children with SEND had or are having?***

The school's SENCo, Miss Rachel Elliott, achieved the National Award for SEN Coordination in 2020.

The school's Mental Health Lead, Mrs Bridget Kaal, has achieved a Level 4 Certificate in Mental Health Aware Leadership. She has also completed recent training on Protective Behaviours and Autism and Anxiety.

The school's senior leadership team regularly review the professional developments needs of our staff, in line with the predominant presenting needs of the children in our school and provide training opportunities in accordance.

## ***What specialist services and expertise are available at or accessed by the school?***

We have access to advice from speech therapists; occupational therapists; physiotherapists; educational psychologists; a school nurse; specialist advisory teachers; Rivers Education Support Centre and Middleton Outreach. In addition, we work with the Integrated Services for Learning to access support for specific needs such as visual impairment or autism.

Access to these specialist services is usually via a written referral made by the school SENCo, in consultation with parents. The purpose of a referral for specialist services will always be discussed and agreed with parents, in the first instance.

There are support services available specifically for parent/carers of children with SEND, including SEND Information and Advice Support Service (SENDIASS). SENDIASS provide free, confidential and impartial information, advice and support through their helpline service, online resources, at events and workshops as well as through individual casework.

## ***How will you help me to support my child's learning?***

There are many ways in which you can become involved in your child's learning and support them with school life. As stated previously, we invite the parents of any pupils with SEN to a termly **SEN Assess-Plan-Do-Review** meeting and in this meeting, outcomes and provision will be agreed with the school. Parents can then help to support their child to achieve these targets at home.

In addition to this, termly curriculum newsletters are published on the school's website, within [each classes' area](#) and provide parents with an overview of what your child will be learning about in all curriculum areas that term.

You can also:

- Read and discuss books
- Support and discuss homework tasks – more detail about the adaptation of homework activities can be found in our [school's homework policy](#).
- Attend parent curriculum workshops, where parents are invited to come into school and assist their child to complete specific learning tasks, set by the class teacher

- Log in to Seesaw to see updates posted by class teachers
- Attend 'Play and Stay' sessions in EYFS
- Celebrate achievements at 'Open Evening' in July

### ***How accessible is the school environment?***

We have made adaptations to the school grounds to make it more accessible and inclusive of pupils with additional needs and physical disabilities. More information about these adaptations can be found in our [Accessibility Policy](#). This is published on our school website.

### ***How will my child be included in activities outside the classroom including school trips?***

After-school provision is accessible to all children, including those with SEN, and a range of clubs are on offer. More information can be found [here](#) on our school website.

Extra-curricular activities, such as a wide range of musical opportunities, are accessible for all children, including those with SEN.

Hertfordshire County Council (HCC) has adopted the Outdoor Education Advisory Panel's (OEAP) [national guidance](#) for learning outside the classroom and offsite visits. In school, all offsite visits will be planned following this guidance available via <https://oeapng.info/>

Responsibilities of key roles are outlined by the OEAP here:

[Visit leader](#)

[EVC](#)

[Headteacher](#)

More information on HCC's policy for the [management of learning outside the classroom and offsite visits](#) can be accessed via the hyperlink.

The member of staff planning the trip (visit leader) will liaise with parents if they feel that any child's individual needs will require additional provision to enable that child to access a trip. The visit leader will then document any specific arrangements and reasonable adjustments being made to support a child by completing an individual risk assessment. Examples of reasonable adjustments include having one-to-one pupil support; making alterations to the method of transport or changing the specific activities that the children take part in. In some instances, parents/carers may be asked to accompany their child on school trips.

The visit leader will submit all relevant paperwork and risk assessments relating to the trip to the school's Educational Visits Co-ordinator, Mrs Aimee Hart, who will check the documentation and planning of the trip.

### ***How will the school prepare and support my child to join the school, or transfer to a new school or next stage of education?***

Most of our children will join us in Nursery, right at the start of their educational journey. Any children joining our nursery setting are invited to a group 'Stay and Play' session, accompanied by a parent. The parent is also invited to bring their child along to a 25 minute, 1:1 meeting with

the nursery teacher in the nursery classroom. In addition to this, we have an introductory meeting with all new nursery parents to offer key school information and advice in June before the children start in September.

If a child joining our nursery setting has additional needs, then they may be invited to attend additional 'Stay and Play' sessions and provided with visuals of key staff and locations in school for them to refer to over the summer break. We can also prepare 'Social Stories' about starting nursery at Goffs Oak Primary School for parents to read to their child over the summer.

If a child has additional needs and has previously attended a setting, then the nursery teacher and/or SENCo will contact the previous setting to discuss the specific needs and support required.

If a child joins us in Reception, then they will attend a 'Meet the Teacher' morning in their classroom. They can also be provided with social stories and visuals, if needed. At the beginning of the autumn term, Reception have a staggered start; the first week they stay until after lunch at 1:30pm and then begin full days in school the following week.

Where children are transferring from other schools mid-year or Key Stage, where possible, the SENCo will meet/contact the school to ascertain further information. For children with Special Educational Needs, we encourage parents/carers to meet with us prior to them taking up a place for their child. The SENCo can then consider support and provision for the child as well as discussing the child's needs in further detail with their parents/carers.

For children with Special Educational Needs in Year 6 who are transferring to local secondary schools, a programme of transition, appropriate to the child, begins during the Summer Term of Year 6; this can include additional visits to their receiving secondary school as well as access to resources in school which are designed to address issues surrounding transition.

The Year 6 teacher, Pastoral Lead and, if necessary, the SENCo, meets with the appropriate professional from the receiving secondary school to discuss specific needs of the child. All files and information regarding a child's Special Educational Needs are delivered to the receiving secondary school prior to the child starting at the school in September.

Where the school is consulted regarding a placement for a child with an Educational Health Care Plan (EHCP), we strongly encourage parents/carers to visit our school to discuss their child's needs and the suitability of the suggested placement.

### ***Who can I contact for further information?***

If you wish to discuss your child's progress in school in more detail, we would always recommend that you contact your child's class teacher in the first instance. You can do this via the School Office on 01707 888488 or [admin@goffsoak.herts.sch.uk](mailto:admin@goffsoak.herts.sch.uk).

You can also contact our SENCo (Miss Rachel Elliott) via the School Office on 01707 888488 or via [senco@goffsoak.herts.sch.uk](mailto:senco@goffsoak.herts.sch.uk).

If you are unhappy with the provision for your child, then you may wish to refer to the school's complaint policy. It can be accessed [here](#).

As outlined in the policy, we would always encourage parents to discuss any aspects of their child's educational provision that they are unhappy with with the child's class teacher in the first

instance. For a child with special education needs, you can also speak to the SENCo. Our staff will endeavour to resolve the matter and allay any concerns you may have as soon as possible.

However, if you feel that the issue remains unresolved, then you may wish to make a formal complaint to the headteacher, in the first instance, following the steps detailed in the school's complaint policy (link above).

The Herts Quality SEND Offer can be accessed at

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

**This SEN Information Report was written in November 2025  
Date for review: September 2026**