



GOFFS OAK PRIMARY & NURSERY SCHOOL

SEND Information Report

2026 – 2027

At a glance

Updated: September 2026 | Next review: September 2027

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Introduction

Welcome to Goffs Oak Primary and Nursery School's SEND Information Report. This report explains how the school identifies, assesses and supports pupils with Special Educational Needs and Disabilities (SEND). It covers roles and responsibilities; classroom differentiation and targeted interventions; engagement with parents and pupils; links to external specialists; pastoral and mental health provision; accessibility; transition arrangements and signposting to local services.

This document complements the school's statutory SEND Policy and [Hertfordshire's Ordinarily Available Provision guidance \(published September 2025\)](#). It is updated annually and published on the school's website.

Questions about this report?

Contact the SENCo, Miss Rachel Elliott, via email at 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 2026, around 13.2% of our pupils were identified as receiving SEND support — below the national average of 20.8% (data released June 2026).

Our pupils with SEND 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 SEND?

The Code of Practice (2015) states:

“A child or young person may have SEND 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 has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Individual children's needs are identified 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, speak with the class teacher in the first instance, via the school office on 01707 888488 or admin@goffsoak.herts.sch.uk. Where appropriate, the SENCo (Miss Rachel Elliott) may also be involved — contact via the school office or senco@goffsoak.herts.sch.uk.

Criteria for placing a pupil on the SEND register

A pupil will be placed on the SEND register if, after targeted teaching and at least two informal cycles of Assess – Plan – Do – Review, there is evidence of limited progress and persistent barriers to learning. A child will also be placed on the register if the school receives specialist advice indicating special educational needs. Parents will be consulted, and their consent obtained, before any such record is made.

A decision to remove a pupil from the register is made at a formal review, once progress shows additional provision is no longer required. Records of all decisions, with the rationale behind them, are kept in the pupil's SEND file.

If you consent to your child being placed on the register, you will receive written notification from the SENCo confirming this.

How will the school support my child?

The whole staff team works together to plan and deliver appropriate provision for children with SEND. Key roles and responsibilities are set out below.

Role	Responsibilities
Class teachers	Provide personalised, high-quality teaching; monitor and assess academic progress; ensure pupils with SEND have adequate opportunity to work on agreed targets; deploy resources — including teaching assistant support — to maximise outcomes for vulnerable learners; liaise with the SENCo where further provision may be needed.
SENCo (Miss Rachel Elliott)	Co-ordinates SEND provision; ensures pupils and parents are involved in coproducing targets and provision; liaises with and advises teachers; oversees SEND records; contributes to staff training; runs the Annual Review process for pupils with an EHCP; carries out referrals to the Local Authority for Focused Intervention Funding and/or an EHC needs assessment where there is strong evidence of significant, ongoing need.
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)	Monitor and evaluate pupil progress; analyse whole-school tracking data; hold regular pupil-progress meetings; meet regularly with the SENCo to plan staff and resource deployment.
SEND Link Governor (Mr Tom Lilley)	Champions children with SEND; meets with the SENCo regularly; raises awareness of SEND and inclusion at Governing Body meetings; reports to the full Governing

	Body at least annually; monitors the SEND notional budget and its impact; confirms the school's duties are fulfilled.
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How will the school's approach to teaching and learning be matched to my child's needs?

Class teachers ensure all children receive high-quality education daily, adapting the curriculum in line with Hertfordshire's Ordinarily Available Provision.

The [SEND Code of Practice \(January 2015\)](#) sets out four broad areas of need:

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

Adaptations depend on the nature of each child's needs — many children have needs across more than one area. The following are some examples of strategies and adaptations linked to each area:

Communication and Interaction

Visual aids to support understanding of spoken language; concise, scripted language; pre-teaching topic-specific vocabulary; explicitly teaching unfamiliar words; objects of reference; displaying key vocabulary; adult or peer support for paired/group work.

Cognition and Learning

Word banks; reading support from adults and peers; sentence starters; writing checklists and memory aids; extra processing time; chunking and staggering instructions to avoid cognitive overload; pre-teaching new topics; alternative forms of recording, supported by technology.

Social, Emotional and Mental Health Difficulties

We follow the '[The Good Morning Club](#)' approach to promote regulation and engagement, including daily emotional check-ins and designated lessons to build emotional literacy, alongside physical resources and tools to support self-regulation.

We also have 'Well-being Ambassadors' — currently eight Year 6 pupils who run structured lunchtime peer-mentoring clubs and deliver mindfulness sessions across the school. We offer mentoring for some upper Key Stage 2 children with CHEXS, a family support charity based in Waltham Cross.

A dedicated Pastoral and Mental Health Lead, Mrs Bridget Kaal, works with individual families and children to provide bespoke mental health support. In class, visual timetables support transitions, and 'quiet spaces' with sensory 'reset' boxes help children self-regulate and de-escalate.

Physical and/or Sensory Needs

Specialist equipment may be offered, 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 also be given movement breaks to aid focus.

Class work is differentiated to provide a suitable level of challenge for each pupil. Targeted interventions — such as speech and language sessions, phonics boosters, and handwriting and fine motor activities — may also be offered in small groups or one-to-one, during lesson time or at alternative points in the day.

How will I know how my child is doing?

We support and involve parents/carers in their child's learning through:

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

If your child is identified as having SEND, you will be invited to termly SEND Assess–Plan–Do–Review meetings instead of parent consultations, providing extended time to discuss the provision offered to meet your child's needs.

Before the meeting, your child's teaching team will speak 1:1 with your child to capture their views on how they are doing, their strengths, and any areas where they would like further help. Within the meeting, parents share their views, and — taking the child's, parents' and school's views together — outcomes and provision are agreed. Parents receive a written summary afterwards.

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 also recognise that some children have additional emotional, mental and social needs that must be understood and supported as a priority. We do this by:

- Delivering a structured, comprehensive PSHE curriculum that builds skills, attitudes, self-esteem, resilience and confidence
- Following 'The Good Morning Club' approach, including daily emotional check-ins and designated emotional-literacy lessons
- Giving all children access to 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 upper Key Stage 2 children with CHEXS, a Waltham Cross family support charity
- Providing a dedicated Pastoral and Mental Health Lead, Mrs Bridget Kaal (01707 888488 / bridgetkaal@goffsoak.herts.sch.uk)
- Raising the profile of mental health through World Mental Health Day, World Wellbeing Week, Empathy Day and Anti-Bullying Week
- Accessing specialist behavioural support from outside agencies where appropriate

We became an OPAL (Outdoor Play and Learning) school in November 2024, aiming to improve playtime experiences and opportunities for socialisation, cooperation, coordination, resilience, creativity, imagination and enjoyment. We were awarded the OPAL Platinum Standard Quality Mark in July 2026.

Medical conditions

We actively support pupils with medical conditions so they can access the full life of the school. The school maintains a written medical-conditions policy and a centralised register of Individual Healthcare Plans (IHPs) for pupils with complex, long-term or high-risk conditions. IHPs are produced with parents/carers, the pupil (where appropriate), the Headteacher (Michelle Beck) and relevant healthcare professionals, and reviewed at least annually or when needs change.

Medication is administered only when it would be detrimental to a child's health or attendance not to do so and only when in date, labelled and in its original container (with the usual exception for insulin pens/pumps). Parents must give written consent, and records are kept of all medication administered. Staff receive suitable training before taking on medication or personal care responsibilities, refreshed as required. Emergency medication and equipment (e.g. inhalers, epi-pens where held) are kept accessible in school and on off-site activities, in accordance with Benedict's Law.

Bullying

Bullying can seriously affect a child's confidence, mental health and ability to learn so preventing and responding effectively is central to our duty of care. We take a deliberate, whole-school approach — through PSHE, RE, circle time, assemblies and Anti-Bullying Week — reinforced by play leaders, playground buddies, a friendship bench, wellbeing ambassadors and work on online safety.

When bullying is suspected or reported, the member of staff first alerted investigates and informs the Headteacher/DSL. Children who experience harm are listened to, reassured and monitored, with parents contacted and support put in place. Children displaying harmful behaviours are supported to understand and change their behaviour, with parents involved and restorative approaches used where appropriate. Follow-up is kept under review to ensure a consistent message that bullying will not be tolerated.

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

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

The Mental Health Lead, Mrs Bridget Kaal, holds a Level 4 Certificate in Mental Health Aware Leadership, and has completed recent training in Protective Behaviours and Autism and Anxiety.

The senior leadership team regularly reviews staff development needs in line with the presenting needs of pupils, providing training accordingly — including at least one whole-school SEND training session annually.

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. We also work with the Integrated Services for Learning for support with specific needs such as visual impairment or autism.

Referrals to external professionals normally follow at least two cycles of high-quality intervention and documented internal support, unless concerns are urgent (e.g. suspected significant developmental delay). Referrals are made in writing by the SENCo, in consultation with, and agreed with, parents.

Support for parents/carers

[SENDIASS \(SEND Information, Advice and Support Service\)](#) offers free, confidential and impartial advice through a helpline, online resources, events, workshops and individual casework.

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

Parents of pupils with SEND are invited to a termly SEND Assess–Plan–Do–Review meeting, where outcomes and provision are agreed so you can support your child's targets at home. Termly curriculum newsletters are also published on each class's page of the school website.

You can also:

- Read and discuss books together
- Support and discuss homework tasks — see the school's homework policy for more detail
- Attend parent curriculum workshops
- Log in to Seesaw to see updates from class teachers
- Attend 'Play and Stay' sessions in EYFS
- Celebrate achievements at 'Open Evening' in July

How accessible is the school environment and what are our arrangements for admissions and equality of opportunity for disabled pupils?

This section explains our arrangements relating to disabled pupils, in line with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. It covers admissions, the steps we take to prevent less favourable treatment, the facilities and specialist provision we offer, and our accessibility plan.

Admissions of disabled pupils

Goffs Oak follows Hertfordshire's coordinated admissions arrangements and the School Admissions Code. We will not treat a disabled pupil less favourably because of their disability and consider every application on its individual merits.

Parents/carers are asked to share any relevant information about a child's disability or additional needs at the point of application so that we can plan appropriate and timely support. Information can be shared via the school office or directly with the SENCo (Miss Rachel Elliott).

Where a pupil has identified needs, we arrange pre-admission transition meetings with parents/carers, the class teacher, the SENCo and any relevant professionals. Where necessary we prepare an individual induction plan and put reasonable adjustments in place before the child's start date.

Preventing less favourable treatment and promoting equality of opportunity

We actively promote inclusion through our school vision, behaviour and equality policies. Practical steps we take to avoid disabled pupils being treated less favourably include:

- application of the graduated approach (assess – plan – do – review) so provision is identified and adjusted rapidly
- staff training on disability awareness, reasonable adjustments and inclusive classroom practice
- adapting routines, assessment arrangements, off-site activities and enrichment so that disabled pupils can participate on an equal basis
- routine monitoring (termly analysis of attendance, behaviour incidents, exclusions and participation in trips/clubs) to identify and address any emerging inequalities
- clear complaints and anti-bullying procedures with swift investigation and remedial action where necessary

Facilities and specialist provision to support access

Curriculum access: high-quality, differentiated teaching is the first line of support. Teachers use scaffolding, visual supports, multi-sensory approaches, targeted in-class support and small-group interventions. Specialist resources recommended by external professionals (for example speech and language or occupational therapy strategies) are implemented where appropriate.

Physical environment: the school site includes ramped entrances, accessible toilet provision and corridors/doors suitable for wheelchair access in the main teaching areas. For pupils with individual mobility or sensory needs, we work with parents and the local authority to provide further adaptations or specialist equipment. Personal Emergency Evacuation Plans (PEEPs) are prepared for pupils who need them.

Communication and information: key school information, letters and policies are published on the school website. On request we will provide information in alternative formats (large print, easy-read, translated text or audio) within a reasonable time and in the format preferred by the pupil or parent/carer.

Our Accessibility Plan (Equality Act 2010, Schedule 10)

Goffs Oak maintains a written [Accessibility Plan](#) that addresses three statutory aims:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of the school to increase access to education, benefits, facilities and services
- improving the delivery of information to disabled pupils in ways that are timely and which take account of pupils' disabilities and preferences

The full Accessibility Plan is published on the school website and a paper copy is available from the school office on request. The plan sets specific, time-bound actions (for example staff CPD, curriculum and vocabulary mapping, minor site adaptations, procurement of specialist equipment, and website and

document accessibility checks), identifies responsibility (governing body oversight; operational lead: Headteacher and SENCo) and resource considerations and includes measurable success criteria and a schedule for monitoring.

The Accessibility Plan is kept under review and formally reviewed at least annually; it will be revised sooner if a pupil's needs or the school site change. Governors receive termly updates on progress with accessibility priorities.

Implementation, resourcing and enquiries

The governing body is responsible for the Accessibility Plan; day-to-day implementation is led by the Headteacher and SENCo. When preparing the plan we consider and allocate appropriate resources; where adaptations exceed our delegated budget, we seek additional support from the local authority or external funding.

To request the Accessibility Plan in an alternative format, discuss admissions or reasonable adjustments, or raise concerns about equality of access, please contact the SENCo, Miss Rachel Elliott (senco@goffsoak.herts.sch.uk / 01707 888488) or the school office.

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

After-school clubs and extra-curricular activities, including a wide range of musical opportunities, are accessible to all children, including those with SEND.

Hertfordshire County Council has adopted the Outdoor Education Advisory Panel's (OEAP) national guidance for learning outside the classroom and offsite visits; all offsite visits are planned in line with this guidance.

The visit leader will liaise with parents where a child's individual needs may require additional provision, documenting reasonable adjustments — such as one-to-one support, alternative transport, or amended activities — via an individual risk assessment. In some instances, parents/carers may be asked to accompany

their child. All paperwork is submitted to the school's Educational Visits Co-ordinator, Mrs Aimee Hart, for checking.

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

Children joining our nursery are invited to a group 'Stay and Play' session with a parent, and the nursery teacher arranges a home visit to meet the family and discuss individual needs. New nursery parents also attend an introductory meeting in June before starting in September.

Children with additional needs may be invited to extra 'Stay and Play' sessions and given visuals of key staff and locations, along with 'Social Stories' about starting nursery, for parents to share over the summer.

Where a child has previously attended another setting, the nursery teacher and/or SENCo will contact that setting to discuss needs and support.

Children joining in Reception attend a 'Meet the Teacher' morning and can be given social stories and visuals if needed. Where children transfer mid-year or Key Stage, the SENCo will, where possible, contact the

previous school for further information; parents/carers of children with SEND are encouraged to meet with us before their child takes up a place.

For Year 6 pupils with additional needs transferring to secondary school, a tailored transition programme begins in the Summer Term, which may include extra visits to the receiving school and access to transition resources. The Year 6 teacher, Pastoral Lead and, where necessary, the SENCo, meet with the receiving school to discuss the child's needs and all SEND records are passed on before September.

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

Who can I contact for further information?

For your child's progress, contact the class teacher in the first instance, via the school office on 01707 888488 or admin@goffsoak.herts.sch.uk. You can also contact our SENCo (Miss Rachel Elliott) via the school office or senco@goffsoak.herts.sch.uk.

If you are unhappy with the provision made for your child, please refer to the school's Complaints Policy. For concerns specifically about SEND provision, the SEND complaints pathway is: discuss with the class teacher → meet with the SENCo → meet with the Headteacher → formal complaint as per the Complaints Policy. Parents may also contact SENDIASS for independent support and mediation throughout this process.

The Hertfordshire Local Offer

The Herts Quality SEND Offer can be accessed at hertfordshire.gov.uk/local-offer

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