

Goffs Oak Primary and Nursery School

SEND Policy



June 2026

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School context

School name: Goffs Oak Primary and Nursery School.

Phase: Primary including Nursery.

Pupil profile: Goffs Oak Primary and Nursery School is a one-form entry primary school with a full-time nursery, catering for children aged 3 to 11. Located in an area of slightly lower deprivation compared to national averages, the school serves a community with a majority of wealthy families and a significant number of children attending after-school activities. With 209 out of 210 places filled in Years R to Y6, mobility has been below the national average.

Vision and values: At Goffs Oak Primary and Nursery School we are committed to securing high quality outcomes for all pupils. Our mission statement is: believe, achieve, care!

We work in partnership with parents to provide a secure and stimulating environment in which the pupils can develop intellectually, spiritually, socially, emotionally and physically through a range of experiences and opportunities. We offer a broad, balanced and creative curriculum in which high expectations and standards are worked towards in order to support each child's efforts to achieve their full potential.

We encourage pupils to make every effort to try their hardest, both in their academic work and in their personal behaviour, in an environment that fosters co-operation, self-confidence, independence, tolerance, pride and above all the desire to learn.

Who was involved in creating the policy and how?

This policy is prepared and maintained by: SENCO (Miss Rachel Elliott) in consultation with the Headteacher (Mrs Michelle Beck) and SLT.

Contributors: class teachers, learning support staff, SEND Governor (Mr Tom Lilley), governors' committee

Process and review timetable: Policy informed by statutory guidance and Hertfordshire Ordinarily Available Provision (September 2025). Reviewed annually (current edition: June 2026. Next scheduled review: June 2027).

Reference to statutory legislation

This policy is informed by and compliant with:

- Children and Families Act 2014 (Part 3: SEND provision).
- SEND Code of Practice: 0 to 25 years (DfE).
- Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010.
- Statutory guidance: Supporting pupils at school with medical conditions (DfE).
- Keeping Children Safe in Education (KCSIE).
- Hertfordshire 'Ordinarily Available Provision' guidance (September 2025).

School's objectives

Our SEND policy aims to:

- Explain how we identify pupils who have SEND and additional needs.
- Explain how we will support and make provision for pupils with SEND/D.

- Clarify roles and responsibilities of staff and governors in providing for pupils with SEND.
- Demonstrate how we work within the SEND Code of Practice and local guidance.
- Show how we operate a “whole pupil, whole school” approach to SEND management and provision.
- Explain how we provide support and advice for staff working with pupils with SEND.

Definition of SEND

We adopt the Code of Practice definition: “A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if they: • have a significantly greater 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

The four broad areas of need are:

- Communication & Interaction;
- Cognition & Learning;
- Social, Emotional & Mental Health;
- Sensory and/or Physical needs.

The purpose of identification is to plan appropriate action, not to label. The school considers the needs of the whole child (including medical, attendance, EAL and socio-economic factors).

Equality and inclusion

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities”

The school has due regard to Equality Act duties and makes anticipatory reasonable adjustments to prevent disadvantage for disabled pupils.

We promote inclusive practice and remove barriers to learning. High-quality differentiated teaching is the first response to children who may have SEND.

The school regularly reviews and evaluates the breadth and impact of support offered and cooperates with the local authority in reviewing local provision and the Local Offer. See the Accessibility Plan for further details of reasonable adjustments, physical access and auxiliary aids.

Children and young people with medical conditions

The school recognises duties under the Children and Families Act 2014 and statutory DfE guidance “Supporting pupils at school with medical conditions”. Individual Healthcare Plans (IHPs) specify the type and level of support required.

Where a pupil has both medical needs and SEND, provision will be co-ordinated between the healthcare plan and SEND support/EHCP.

IHPs are created with the family, held centrally and are accessible to staff. Copies are kept in the Senior Management Team office (accessible by all staff) and in the child's classroom. IHPs are reviewed at least annually or whenever there is a change. Medication is stored securely and administered only with parental consent and appropriate staff training.

This policy should be read alongside the school's separate 'Supporting Pupils at School with Medical Conditions' policy (available on the website). Staff training for administration of medication and emergency procedures is recorded, logged and refreshed as required.

Roles and responsibilities

Governing Body / SEND Governor (Mr Tom Lilley): monitor quality and effectiveness of SEND provision, raise awareness at governing board, work with headteacher and SENCO on strategic development and oversee SEND budget reporting.

Headteacher (Mrs Michelle Beck): overall responsibility for provision and progress of learners with SEND and/or disability; ensures staffing and resources are allocated appropriately.

SENCO (Miss Rachel Elliott): member of SLT; day-to-day responsibility for the operation of this policy; co-ordinates provision, advises staff, liaises with parents and external agencies, maintains SEND register and records. The SENCO holds QTS and the National Award for SEND Coordination, awarded in 2020. SENCO contact: senco@goffsoak.herts.sch.uk / telephone: 01707 888488

Pastoral Care and Mental Health Lead (Mrs Bridget Kaal): supports pastoral care and mental health provision and coordinates targeted programmes alongside the SENCO.

Class teachers: responsible for high-quality inclusive teaching, initial identification, planning and assessing the impact of support and interventions, and communicating with parents.

Learning support staff / teaching assistants: implement planned interventions, be aware of procedures and feedback to teachers on pupils' responses.

DSLs (Mrs Michelle Beck; Mrs Aimee Hart; Mr James Wilkie): ensures safeguarding duties are applied with SEND pupils' additional vulnerabilities considered.

School administration: secure storage and management of SEND records and supporting documentation.

School's approach to identification

We use a graduated Assess — Plan — Do — Review model. Identification begins with high-quality classroom practice and ongoing assessment. Class teachers make ongoing assessments and raise concerns through termly pupil progress meetings. Indicators include: significantly slower progress than peers; failure to match previous rates of progress; widening attainment gaps; or progress issues in areas other than attainment (e.g. social skills).

Slow progress or low attainment alone do not automatically indicate SEND. Behaviour is treated as a communication of need and investigated for underlying causes. Referral routes include staff, parents and outside agencies. Thresholds for SEND support, monitoring and EHCP requests are applied using evidenced school data.

Parents are consulted when the school wishes to place a pupil on the SEND register and consent is actively sought. Parents also receive formal notification when a pupil is placed on the SEND register.

SEND Support

At Goffs Oak Primary and Nursery School we expect high-quality classroom teaching to meet the needs of the vast majority of pupils, including those with SEND. This “universal” or ordinarily available provision is the foundation of our approach and is what every pupil receives in their classroom.

We begin with desired outcomes and the views of pupils and parents and determine whether adaptations to ordinarily available provision are sufficient or whether additional provision is required. We use a graduated approach (assess → plan → do → review or ‘APDR’) and describe provision at three levels:

1. Universal (Ordinarily available provision): High-quality, inclusive classroom teaching: clear explanations, carefully sequenced tasks, explicit vocabulary teaching, visual scaffolds, well-managed use of additional adults and planned adjustments to the learning environment. Teachers are accountable for the progress of **all** pupils in their class and adapt teaching to remove barriers to learning.

2. Targeted: Time-limited, small-group support for pupils with a common need (for example: phonics boosters, spelling groups, reading comprehension groups or targeted language work).

Planned by the class teacher (with the SENCO where appropriate) and delivered by teachers and teaching assistants. Impact is monitored and reviewed; strategies are intended to be used in class as the pupil makes progress.

3. Specialist: Individualised provision for pupils with higher or more complex needs, including those with **an Education and Health Care Plan (EHCP)**. This is typically more specialist, may be delivered one-to-one or in very small groups by teachers and teaching assistants and is informed by detailed assessment and, where necessary, external advice. Outcomes, adaptations and review dates are recorded and shared with parents and pupils.

Each term teachers create provision maps in consultation with the SENCO and SLT, recording children receiving targeted and specialist/individualised support.

Provision maps reference Hertfordshire’s ‘Ordinarily Available Provision’ (Sept 2025) to ensure local benchmarking and clarity about what the school provides before specialist referral. Provision is monitored for fidelity and impact by the SENCO and SLT.

Education, Health and Care (EHC) plans

Individual Support Plans set clear, measurable outcomes, strategies and review dates. Progress is reviewed regularly; if individualised support is not having sufficient impact, with parental permission, the school will request an EHC needs assessment.

When appropriate, the school will apply to the local authority for an EHC needs assessment with parent/carer consent and supporting evidence. The local authority has up to 20 weeks to complete the assessment and issue a plan if agreed. If the local authority declines, it must provide reasons and parents have a right of appeal.

The school contributes to assessments and annual reviews and translates EHC outcomes into classroom targets and strategies. Annual review meetings involve parents, the pupil (where appropriate), the SENCO, relevant staff and external professionals.

School's approach to teaching children and young people with SEND

Inclusion is a core strength of the school and threaded through all areas of practice. Leaders and staff share an unwavering commitment to ensuring that disadvantaged pupils, those with SEND, pupils known to social care, and those facing other barriers to learning, receive the highest quality education, care and support. Staff demonstrate high ambition and expectations for pupils with additional needs are consistently strong.

High-quality, universal provision is the first response: teachers plan for potential areas of difficulty, set ambitious targets and use appropriate assessments. Classroom adaptations include scaffolded writing frames, sentence stems, explicit vocabulary instruction, visual supports, flexible seating and sensory breaks. Refer to Hertfordshire's Ordinarily Available Provision guidance (September 2025) for further examples of the daily adjustments teachers make as part of strong, inclusive teaching practice.

Curriculum access: pupils with SEND will, where possible, study the full National Curriculum with reasonable adjustments. Where required, curriculum sequencing identifies key knowledge and vocabulary so lessons build effectively on prior learning.

Interventions: the school uses high-quality, evidence-informed interventions that are regularly evaluated. Support includes precision teaching, speech and language programmes, sensory and nurture provision, and teacher-led small-group instruction. Implementation is monitored via learning walks, book scrutiny and data reviews to check fidelity and impact.

School's approach to involving parents/carers

The school operates an open-door policy: parents can meet class teachers, the SENCO and/or the Mental Health Lead by appointment.

Once a pupil is identified as having SEND and placed on the school's register, parents are then invited to attend a termly meeting. This is arranged each term at a mutually convenient time by the class teacher and replaces the autumn and spring term consultation.

Within this meeting, the class teacher ensures parents understand strengths, needs, agreed outcomes, the provision in place to meet those outcomes and a date for review; we follow the APDR cycle and review provision three times a year. We involve pupils and parents in planning and use clear notes of discussions and agreed actions (there is a specific proforma that we use to capture this). Where appropriate and always with parental consent, we will make referrals to external services and use their advice to shape provision. The school signposts families to the Hertfordshire Local Offer and local services.

In addition, parents receive a written annual report, providing a summary of their child's progress over the academic year.

School's approach to actively listening to children and young people's views

In preparation for termly APDR review meetings, school staff will have a conversation with the pupil to gain their views on their interests; current strengths; areas that they would like further support and what helps them with their learning. For younger or non-verbal pupils, views are gathered via observation, choice-making tools and parent/carer reports. Staff capture this on the APDR proforma and use it to inform the pupil's targets and provision for the forthcoming term.

In addition, pupils' views are gathered through pupil voice activities, school council, SENDD pupil groups and child-centred review processes.

Record keeping, monitoring and data management

Records maintained: SEND register, class provision maps, APDR Support Plans, EHC plans, meeting notes and intervention logs. Each class has an Inclusion file which contains hard copies of SEND records and should be kept in locked storage; additional information is held securely on the school's data systems. All SEND related policies are on the school network- the policy file is in the school office.

The school provides anonymised data on levels and types of need to Hertfordshire County Council and completes School Census returns as required. The SENCO submits information for the Local Offer on request and cooperates with local authority reviews of local provision.

Parental and pupil rights: parents and pupils have rights of access to educational records in line with GDPR; the school's Data Protection Officer / GDPR lead is Mrs Michelle Beck. Access requests are managed in accordance with the Data Protection policy.

Working together with others, including health and social care and outside specialists

The school works with external agencies including NHS Speech & Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology, CAMHS, school nursing, Rivers Education Support Centre, CHEXS and other independent therapists and voluntary services. The SENCO is the point of contact for external agencies and the local authority.

Referrals are made with parental consent and follow multi-agency information-sharing protocols. The school participates in multi-agency meetings and honours recommended actions, monitoring impact in school.

Transition

Reception & Early Years: baseline assessments; meetings with parents; 'Stay and Play' sessions and liaison with pre-school providers ensure early identification and transition planning.

Internal transitions: handover meetings; written transition notes; transition books and additional visits where needed.

Year 6 to secondary: meetings with receiving schools; transfer of records via CPOMs and Arbor and bespoke transition programmes for pupils with SEND. The SENCO and SLT also hand deliver hard copies of SEND records to receiving schools. The school prepares pupils and families for the next phase and signposts to relevant summer transition programmes taking place in our district, at secondary settings and the Local Offer.

In-year admissions & high mobility: rapid induction processes and initial screening identify needs quickly.

Children and young people in specific circumstances

Arrangements are in place for looked-after children (LAC) with SEND; the virtual school and social worker are invited to reviews where appropriate. Additional consideration is given to pupils with EAL, those with medical needs and pupils placed in alternative provision to ensure needs are met and provision tracked.

Pupils with identified barriers to learning

We identify and assess barriers to learning early and accurately and use a graduated, evidence-informed approach so pupils remain entitled to the same ambitious curriculum; adjustments are made to teaching and sequencing (small-step targets, scaffolds, pre-teaching vocabulary, deliberate practice) rather than creating a separate curriculum.

We recognise that barriers may arise from specific learning differences (dyslexia, processing speed, working memory), gaps in phonics/decoding or transcriptional skills, speech, language and communication needs, fine-motor difficulties, autistic spectrum needs, SEMH/anxiety, English as an additional language, intermittent attendance or family stressors — and that some barriers relate to protected characteristics (for example disability, race or ethnicity, religion or belief, sex and gender identity or sexual orientation) which can affect access, wellbeing or confidence in school.

Senior leadership (SLT), working with class teachers, keep an active register of pupils with potential barriers to learning and monitor these pupils more closely so that emerging needs are addressed early. Information from teachers is shared promptly with the SENCO, who coordinates personalised plans, timely referral to external specialists and co-production of support with parents. SLT review the effectiveness of provision through intervention-fidelity checks, targeted work scrutiny and quantifiable progress measures, and they instigate additional or revised support without delay where impact is insufficient.

Whole-school policies (behaviour, assessment, accessibility and CPD) are applied with necessary flexibility to remove barriers, make reasonable adjustments and preserve high expectations and meaningful challenge for every pupil.

Training and expertise of staff

The Headteacher, in consultation with the SENCO, identifies and monitors SEND training needs. Training informs the performance management cycle. Staff are encouraged to undertake relevant CPD. The school maintains a staff SEND training log and ensures specialist expertise is secured when required.

Safeguarding, including anti-bullying and e-safety

At our school, safeguarding is everyone's responsibility. Leaders have established an open culture where staff, pupils and families feel confident to share concerns. Safeguarding briefings, safeguarding newsletters and a visible senior leadership team promote a shared commitment to pupils' welfare. Multi-agency working is effective; we work closely with health, social care, early help and police to secure timely support.

DSL ensures additional vulnerabilities of pupils with SEND are considered in safeguarding practice and referrals. Leaders maintain strategic oversight through termly safeguarding reviews, governor monitoring, and analysis of patterns in behaviour, attendance, exclusions and referrals. We learn from safeguarding cases and incidents, adapting practice if needed.

Pupils are kept safe and tell us they feel safe. The voice of pupils is gathered through pupil meetings and regular check ins. Teaching pupils how to stay safe is embedded in the curriculum, covering online safety, consent, privacy, healthy relationships and recognising trusted adults. Pupils and parents know who to go to for support, reinforced through assemblies and newsletters.

All staff are vigilant and confident in identifying and acting on concerns. Staff recognise signs of possible safeguarding concerns and follow procedures consistently using our online system. Leaders respond robustly to child-on-child abuse, addressing bullying, physical abuse, sexual

violence/harassment, and domestic abuse when needed. The Behaviour and Anti-bullying policies set out how incidents are recorded and managed; additional support is provided for pupils with SEND where required.

Leaders fulfil all statutory safeguarding duties, including safer recruitment, Prevent, referrals and rigorous record-keeping. Policies are clear, accessible and reviewed annually with interim updates when guidance changes. Leaders are reflective and receptive to challenge; safeguarding audits and governor scrutiny ensure continual review of systems and impact. Leaders monitor staff practice and provide regular support. Leaders follow local authority procedures for safeguarding concerns or allegations about adults, ensuring safe practice and maintaining high professional standards. Where minor safeguarding issues are identified, leaders act quickly adapting practice or supporting families through the use of the Family Support Worker.

E-safety: online safety guidance is adapted as required for accessibility and shared with parents.

Funding and resources

The Headteacher decides on the allocation and spending of the SEND budget in consultation with the SENCO and governors. The school uses its notional SEND funding to run interventions and deploy staff; top-up or EHCP funding is used for additional, specialist provision to ensure that Section F of the EHCP is met and is monitored for impact. Governors receive regular reports on SEND expenditure.

SEND information report

The school's statutory [SEND Information Report](#) is published on the school website and was last updated on 16th September 2026. The report is reviewed and updated at least annually and immediately after any change of personnel, local arrangements or provision. It contains the information required by the Special Educational Needs and Disability Regulations 2014, including: the kinds of SEND provided for; arrangements for identifying and assessing needs; the name and contact details of the SENCO; arrangements for consulting parents and pupils; arrangements for assessing and reviewing progress; support for transition and preparing for next phases; the approach to teaching pupils with SEND; curriculum and environment adaptations; staff expertise and training; how effectiveness is evaluated; how pupils with SEND engage in whole-school activities; pastoral support and anti-bullying measures; involvement of other bodies (health, social care and voluntary sector); and arrangements for handling complaints.

Complaints process

Informal: parents/carers should first discuss concerns with the class teacher. If unresolved, they should speak with the SENCO.

Formal: follow the school's Complaints Policy (available on the website [here](#)). For complaints about local authority decisions relating to EHC assessments or plans, parents may request mediation and/or appeal to the SEND Tribunal; contact details and guidance are available via the Local Offer and the local authority SEND team.

Links to other school policies

This policy should be read alongside:

- Accessibility Plan.

- Safeguarding / Child Protection policy (KCSIE).
- Behaviour policy / Anti-bullying policy.
- Supporting pupils with medical conditions policy.
- Equality policy.
- Data protection / GDPR policy.
- Admissions policy.
- Curriculum policy.
- Attendance policy.