

Goddard Park Primary School

SEND Policy



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Approved by:	FGB 06/07/26
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1. Aims

Our SEND policy aims to:

- Set out how our school will identify children with Special Educational Needs and/or Disabilities (SEND)
- Set out how our school will support and make provision for pupils with SEND
- Set out how the graduated approach is implemented to help achieve the best outcomes for children with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Identify how the advice of professionals is sought to support and/or inform planning and provision

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care Plans (EHCP) SEND coordinators (SENCOs) and the SEND Information Report

This policy has regard to:

- [the Equality Act, 2010](#): Advice for schools
- [Statutory Guidance on supporting pupils at school with medical conditions, December 2015](#)

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

At different periods during a child's time in education, they might have a Special Education Need and/or Disability, the Code of Practice describes SEND as:

"A child or young person has a 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 or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age
- or
- b) 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 post – 16 institutions."

Special Educational Needs and Disability Code of Practice (January 2015)

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools (Ordinarily Available Provision).

If a child is identified as having SEND, we will put special educational provision in place that is additional to or different from most children of the same age, to support them to make progress towards aspirational outcomes.

Learners can struggle to make progress for many reasons. They may have been absent from school, they may have attended many schools and not had a consistent opportunity for learning. Others may have EAL (English as an additional language), have experienced trauma or may be worried or concerned about other issues, such as home life, which might distract them from their learning. We also acknowledge that being a Looked After Child may also impact on progress. At Goddard Park we are committed to ensuring that all learners have access to high quality learning opportunities, and for those who are at risk of not making progress, we will intervene and support their needs. However, this does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having Special Educational Need (and/or Disability).

4. Roles and responsibilities

4.1 The SENCO

The SENCOs will:

- Work collaboratively with the Head of School and governors to determine the strategic development of SEND provision in school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have an EHCP
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, including the local authority SEND team
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and an effective transition is planned
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Support staff to maintain records for pupils with SEND

Alongside their Co-ordination responsibilities, SENCOs will:

- Liaise with Designated Safeguarding Lead to ensure safeguarding protocols are in place
- Liaise with, and alert teachers to advise or share suggested support identified by other professionals
- Monitor provision identified in EHCP
- Co-ordinate collection of information requested by other professionals
- Alert teachers to resources they can use to teach children with SEND

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at Governors meetings
- Monitor the quality and effectiveness of SEND provision within the school and liaise with the SENCOs to inform updates to the Governors.
- Work with the SENCOs and Head of School to determine the strategic development of the SEND policy and provision in the school

4.3 The Head of School

The Head of School will:

- Work with the SENCOs and governors to determine the strategic development of the SEND provision in the school and the SEND Policy
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants/learning support mentors or specialist staff/external professionals to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCOs to review pupil progress and review provision
- Complete/contribute to referrals and requests for advice
- Ensuring they follow this SEND policy
- Communicating with Parents/Carers
- Alerting SENCOs to concerns

5. Identifying children with SEND and assessing their need/s

We identify children with SEND through:

- Concerns raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion
- Assessments, such as that completed on entry or as a result of a concern being raised, indicates significant gap in knowledge and/or skills
- Whole school tracking of attainment where a lack of expected progress is a major concern
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need

5.1 Categories of SEND

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Physical and/or Sensory (PS)

Children with and without an Education Health and Care Plan (EHCP) are provided for within our school setting. We engage with specialist outside agencies to support staff with provision.

Support is provided through access to Adaptive Teaching (High Quality Teaching/Universal Provision) within the class, adult led group work to support or to deliver an intervention or specified individual support, which may include the involvement of outside agencies e.g. Speech and Language service (SALT), Connex.

The **Assess, Plan, Do, Review** model is used for all children with SEND and recorded on a Progress Plan. It is discussed with Parents/Carers and pupil, with their voices being recorded.

5.2 Assess (information gathering)

Initial

- Identify children with SEND in collaboration with staff members, SENCOs and Parents/Carers: significantly below age related expectations, not making expected progress attainment gaps widening
- Use Core Standards materials (<https://localoffer.swindon.gov.uk/home>) to identify need and ensure Adaptive Teaching and Ordinarily Available Provision is in place
- Parents/Carers to be informed
- Complete baseline assessment/s e.g. RWInc phonics check, Early Years Curriculum, Gradual Steps document (Early Years), BRISC
- Gather information from Parents/Carers, Pupils and other professionals/agencies

Ongoing

- Assess against outcomes and baseline assessment/s

5.3 Plan (Intent)

- Teachers collect the 'Pupil Voice' by completing a Pupil Profile for each child identified with SEND
- Identify outcomes for child and interventions (Core Standards, reports and professionals supporting can inform these). Record as a Progress Plan (on Provision Map) and discuss with Parents/Carers
- Progress Plans are working documents

5.4 Do (Implementation)

- Teachers provide support/intervention, in addition to **Adaptive Teaching**, to work towards outcomes
- Class teacher works with additional adults in class/year groups to support children's learning, wellbeing and/or physical needs
- Advice from professionals is implemented/followed
- Teachers engage with professionals supporting children

5.5 Review (Impact)

- Update and complete working documents; Progress Plan/reviews, Smart Grade, Pupil Profile and Behaviour Plan (if required)
- Attend meetings to discuss attainment and progress, including; year group pupil progress reviews, EHCP reviews, Parent/Carer interviews (allow additional time), Working Together (TAF) reviews, Educational Psychologist feedback/reviews, Nurture Team feedback
- Contribute to referral forms
- Contribute to requests from other professionals e.g. Community Paediatrician, CaMHS, BeU Swindon, Speech and Language (SALT)
- Educational Psychologist report/review
- Evaluate effectiveness of support/intervention put in place
- Attend and contribute to EHCP annual review/interim review
- Formal assessments can be used to measure progress against baseline

Educational Health and Care Plan

- “A local authority **must** conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.” *SEND Code of Practice (January 2015)*
- An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

If a child is not making expected progress and/or may require additional provision a request for an Education Health Care Needs Assessment (EHC NA) can be submitted to the Local Authority. If the request is accepted and an assessment of need carried out, it may or may not lead to an EHCP.

5.6 Our approach to teaching pupils with SEND

Goddard Park strives to be an inclusive school and staff recognise that there is a broad range of special educational needs that should be reflected in a continuum of provision. It is understood that good practice in special needs is at the core of good teaching and learning. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

- Early identification of SEND and subsequent monitoring is a priority
- Every consideration will be given to the views of the Parents/Carers and pupils in decision making processes
- Staff work closely with other Early Years Settings and Secondary schools to ensure a smooth transition
- Children with SEND are given full access to the school’s broad, balanced and relevant curriculum
- Children with SEND will be involved in on-going conversations to develop an understanding of their own learning, progress, support, outcomes and aspirations
- Provision will be carefully planned to meet the needs of the child whilst developing independence
- Support strategies will be informed by the class teacher, Parents/Carers, child and other professionals, supporting the child to identify strengths and barriers to learning
- Information will be shared effectively with Parents/Carers, learning support staff and other teachers involved in curriculum delivery
- The school has a separate policy for Supporting Children with Medical Conditions

Furthermore, every teacher is required to adapt the curriculum to guarantee access to learning for all children in their class. [The Teacher Standards 2012](#) detail the expectations on all teachers, and we at Goddard Park School are proud of our teachers’ ability to do this.

5.7 Arrangement for consulting pupils with SEND and involving them in their education (Pupil Voice)

Pupils are involved in their education through a number of ways:

- Younger pupils or those that have communication difficulties, are observed in the class and visual prompts may be used to gain their wants and needs including; communication board, signing, Now and Next, objects of reference.
- Pupils complete a child Pupil Profile, which includes information about interests, strengths, challenges, wishes and aspirations for the future. These are recorded on Provision Map.
- Pupils contribute to their EHCP reviews via their Pupil Profile and, if appropriate, attend and contribute to all/part of their review meeting

5.8 Arrangements for consulting parents of children with SEND and involving them in their child's education

Parents and Carers will be involved in all decisions regarding the education of their child through formal meetings e.g. Parent Interview, Working Together Plan/TAF meetings and reviews, Education Health and Care Plan (EHCP) reviews, meeting with other professionals and interim meetings as required. Parents/Carers can arrange to discuss their child with the teacher, SENCo or Head of School by request. Parents/carers have a responsibility to contribute to their child's EHCP, Working Together/TAC and/or Progress Plan.

5.9 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, content of the lesson, break down instructions, scaffolding, etc.
- Adapting our resources
- Using recommended supportive resources, such as magnifiers, iPad/laptops, coloured overlays, visual timetables, larger font, toilet frames, talking tins, writing slopes, wobble cushions/boards, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, revisiting previous learning, etc.
- Adapting our learning environments for example seating position to reduce visual/auditory stimulation, ramps, lifts to access upper floors, accessible toilets, Visual Timetables, sensory breaks/circuits
- Personalised learning
- Personalised curriculum for those pre-National Curriculum – Engagement Model

5.10 Additional support for learning.

Our dedicated Teaching Assistants and Learning Support Mentors provide support and deliver an extensive range of interventions, in and out of the classroom environment.

Most interventions are delivered to small groups of children.

Some pupils require 1:1 support e.g. Precision Teaching and/or personal speech therapy, physiotherapy, support with mobility, specialist support as identified in a child's EHCP or professionals reports, managing hearing aids./

A number of agencies provide support for pupils with SEN, including:

- Speech and Language
- BeU Swindon
- Vision Support Service
- Hearing Support Service
- Educational Psychologist
- Physiotherapists
- Occupational Therapists
- Early Years Consultant
- Outreach from Specialist Settings
- Connex

5.11 Expertise and training of staff

The SENCOs have completed the National Award for Special Educational Needs Co-ordination (statutory requirement for all **SENCOs** appointed new to the role from September 2008).

Staff training has included Sensory Solutions, Bladder and Bowel, Brisc (Speech and Language), Signalong, Swindon Core Standards, ELSA, Talking and Drawing, Clicker.

5.12 Evaluating the effectiveness of SEND provision

Monitoring is an integral part of teaching and leadership at Goddard Park. The Special Educational Needs and/or Disabilities Co-ordinators (SENCOs) and Teaching staff consistently monitor the provision for children with SEND.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their personal outcomes at least three times a year
- Reviewing the impact of interventions alongside the progress made towards outcomes
- Talking with pupils
- Monitoring by the SENCOs – including meetings with teachers, Assess, Plan, Do, Review (Provision Map)
- Tracking and analysis of data by teacher, Head of School, Reading and Maths leads, Teaching and Learning Deputy Head and SENCOs
- Using Progress Plans to measure progress
- Holding reviews for pupils with an EHCP, including annual review
- Holding Working Together Plan/TAF – if one is in place
- Moderation
- Feedback from agencies/professionals supporting children

In addition, the provision and progress of pupils who are looked after by the local authority and have SEND are monitored by the Designated Safeguarding Lead (Carmen Wilson).

Following regular reviews, children may move off the SEND register or requests for further support eg Educational Psychologist, or EHC Needs Assessment may be applied for. If moved off, children will be monitored to ensure progress is maintained.

5.13 Enabling pupils with SEND to engage in activities outside of the classroom, including trips

- We aim for all children to be included in all areas of the curriculum and aim for all children to be included on school trips, including residential. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, we will invite the parent/carer to attend to support their child. Where this is not possible, we aim to provide alternative activities which will cover the same curriculum content. Parents/Carers and pupils will be consulted.

5.14 Pupils with medical needs

Pupils with complex or long term medical needs will be provided with an Individual Health Care Plan (IHCP), completed by the Designated Safeguarding Lead in conjunction with parents and relevant healthcare professionals.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or hospital as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or hospital as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

Staff follow the 'Supporting Pupils with Medical Conditions school policy'.

All staff at Goddard Park School are aware of the Equality Act 2010. This legislation places explicit duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.” *Section 1(1) Disability Discrimination Act 1995*

This includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people who suffer from these conditions would not necessarily have SEN, but there is a definite overlap between disabled children and young people and those with SEN. Therefore, children and young people may be covered by both SEN and disability legislation. The school has an Accessibility Plan to ensure that any pupil who is physically disabled has equal access to the curriculum.

For more information about inclusion refer to our Public Sector Information Policy.

5.15 Support for SEND Pupils’ Well-being

We offer a wide variety of pastoral support for pupils, this includes:

- the PSHE programme that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group interventions are used to promote pupils’ well-being, interaction skills, emotional resilience and well-being.
- Pupils with SEND may have access to the Learning Support Mentors. Monitoring of these pupil’s emotional and social development occurs at the beginning and end of each period of intervention, in addition to overall academic progress. One of our mentors has completed training to be Emotional Literacy Support Assistant (ELSA), 2 additional staff are completing their training to be ELSAs (2025/26)
- To ensure pupils feel safe and reduce anxiety at lunchtimes, a nurture based area is provided (Rainbows), where there is a higher staff ratio and pupils can play in a less busy environment
- School uses CPOMS to record and track behaviour (and safeguarding), therefore incidents of, or potential incidents of bullying can be identified and intervention put in place to support both parties. Mrs Grove-Welsh (Deputy Head) is responsible for overseeing Learning Support Mentors. Children are supported in class or in the Nest where groups and 1:1 support is delivered
- Children have access to the outside school environment, including; playgrounds, astro, field, Woodland, Early Years, Adventure Zone
- Forest School sessions (delivered by external provider)
- Quattro (chocolate Labrador dog), has attended ‘Dogs Helping Kids’ training. He contributes to the support for children’s wellbeing.
- Our Den is a calming, tranquil sensory room
- The Learning Support Mentors (Nurture Team) can support with bereavement or school can signpost to TreeHouse (external support)

We make referrals to BeU Swindon and their Education Mental Health Practitioners (EMHPs) support children in the school setting, at their offices or remotely.

We have designated first aiders on site at all times. If a child has more complex medical needs, an IHCP is completed by the Designated Safeguarding Lead in conjunction with parents and relevant healthcare professionals and any necessary training is given to staff. All staff are made aware of

the IHCP, a copy of which is kept in school and it is updated at least annually. Prescribed medicines can be administered by staff if it is part of an IHCP.

Attendance is monitored by the office and contact will be made if no reason has been received for an absence. If attendance becomes an issue, the school Inclusion Officer will contact parents/carers to discuss the issue so that a satisfactory solution can be found. This might involve an action plan being drawn up, additional support put in place to help or an Early Help Conversation.

Goddard Park school does not tolerate bullying. PHSE lessons and Assemblies make children aware of how to deal with any concerns they have. See Behaviour Policy and Safeguarding Policy. Our Learning Support Team provide additional support through planned sessions and are available to support in response to incidents. We promote diversity throughout school, throughout the year. In March 2026, we held our second annual Neurodiversity Month to further promote understanding and awareness.

Regular contact and 'Safe and Well Checks' take place to support children during long periods of absence.

5.16 Supporting pupils moving between phases

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure these are as smooth as possible.

If a child is joining Goddard Park:

- We encourage parents and pupils to visit prior to starting
- We aim to make a home visit

If a child is moving to another school:

- we will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for the child
- we will pass all records to the new setting
- SIAS can support parents/carers with their child's transition (Swindon Local Offer)

When moving classes within school:

- information will be passed on to the new class teacher and a handover meeting will take place with the new teacher.
- All SEND information will be shared with the new teacher (Provision Map)
- some children will have a transition book made to support them
- children will spend time with the new teacher/class (move up afternoon) and additional visits can be arranged

In Year 5:

- if your child has an EHCP, transition to secondary school will be discussed at the annual review
- End of Key Stage 3 outcomes are identified at the EHCP review

In Year 6:

- the member(s) of the Year 6 team will attend Primary Transition Day/s.
- the SENCo of the secondary school will visit or meet via TEAMS to discuss the specific needs of the children with the Year 6 teachers and /or SENCo
- the secondary school will be invited to the EHCP review (if a school is named at the time of review or the parents/carer requests a school is invited)
- if needed, a teaching assistant may attend the transition day with a child/children
- children will work with year group staff and Learning Support Mentor to prepare them for the transition
- school will liaise with the secondary provision to request additional transition visits to the school or/and staff to visit them in Goddard Park
- secondary settings arrange visits by appointment with parents/carers and children
- some secondary school staff come to Goddard Park to introduce themselves

5.17 Admission Arrangements for Children with Special Educational Needs.

Parents/carers considering whether their child should join the school, firstly contact the School Office on 01793 342342. The Office staff will arrange a meeting to meet the Head of School, Miss Harding, or Mrs Grace the HR and Operations Manager to discuss how the school could meet the child's needs. Formal application to join the school, is then be made by contacting the Local Authority's Admissions authority. If the child has an Education and Health Care Plan, the Local Authority's Special Educational Needs Assessment Team will work with parents/carers to ensure an appropriate school placement, that meets the needs of the child, is made.

5.18 Who is responsible for provision?

Class teachers are responsible for the provision, progress and attainment of all the pupils in their class, which includes pupils with SEND.

The person responsible for overseeing the provision for pupils with SEND is Miss Harding (Head of School).

Those who oversee and support with SEND provision for pupils with SEND are:

- Miss Lee (NA SENCo)– SENCo/Assistant Head
- Mrs Skene (NA SENCo) – SENCo Early Years and Year 1.
- The Governors are responsible for monitoring the policy and provision for children with SEND
- Behaviour lead – Mrs Grove-Welsh (deputy)
- Curriculum lead – Mr Gale (deputy)
- Designated Safeguard Lead (DSL) responsible for Looked After Children – Carmen Wilson (deputy)

5.19 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENCO/Head of School in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.20 Contact details of support services for parents of pupils with SEN

Concerns regarding children with SEND should initially be raised with the class teacher. This may also involve the SENCo, depending on the nature of the concern.

SIAS can support parents through the SEND process and Swindon Parent Voice is a valuable forum for parents/carers to seek advice and share experiences/concerns with other parents/carers who have experience of SEND. They work closely with the Local Authority as an advocate for parents/carers and children/young people with SEND across Swindon.

5.21 The local authority local offer

Our contribution to the local offer is included in:

https://www.swindon.gov.uk/info/20195/education/1394/continuum_of_provision

The local authority's local offer is published here: <https://localoffer.swindon.gov.uk/home>

Funding

As a school we receive funding from the Education Funding Agency to support the needs of all learners with SEND. In addition, the Local Authority allocates additional funding for individual named children that require higher level support (EHCP). We can apply for this through the request for EHC NA process, which may or may not lead to an EHCP.

Early Years SEND Inclusion Funding can be applied for to support Nursery children, also Disability Access Fund (DAF) can also be applied for if the child is in receipt of Disability Living Allowance (DLA)

6. Monitoring arrangements

This policy and the SEND Information Report will be reviewed by the SENCos every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Admissions Policy
- Attendance Policy
- Behaviour Policy

- Equalities Information and Objectives
- Accessibility Plan
- Supporting Children with Medical Conditions Policy

These can be found on the School website under Our School/Policies.